

**THE INFLUENCE OF USING GALLERY WALK STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT
AT THE TENTH GRADE OF SMAN 1 KATIBUNG SOUTH
LAMPUNG IN ACADEMIC YEAR
OF 2018/2019**

A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

By:

Voni Windarti

NPM. 1411040376

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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Advisor : Rohmatillah, M.Pd

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019**

ABSTRACT

The Influence of Using Gallery Walk Strategy Towards Students' Reading Comprehension in Narrative Text At the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019.

**by
Voni Windarti**

The objective of the research was to found out whether there was a significant influence of using gallery walk strategy towards students' reading comprehension in narrative text. Quasi-experimental design was used. The population of this research was the tenth grade. The sample of this research was chosen through random sampling technique.

The sample of this research was taken two classes consisting of 30 students for experimental class and 32 students for control class. Gallery walk strategy was used in experimental class and self-question strategy was used in control class to teach students. The treatments were held in three meetings in which 2 x 45 minutes for each class. To collect the data, pre-test and post-test were implemented in reading test by serving multiple choice test which consists of 20 items for each test.

The data were analyzed by using SPSS to compute independent sample t-test. The result of statistical calculation, the mean score of pre-test in experimental class was 50.83 and 68.00 for post-test. Meanwhile, the mean score of pre-test in control class was 51.41 and 62.97 for post-test. Moreover, in the table of hypothetical test, it was found that $\text{Sig.} = 0.013$ and $\alpha = 0.05$. It proved that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $\text{Sig.} < \alpha = 0.013$. In the other words, gallery walk strategy could significantly improve students' ability in reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

Keywords: Reading comprehension, narrative text, gallery walk strategy



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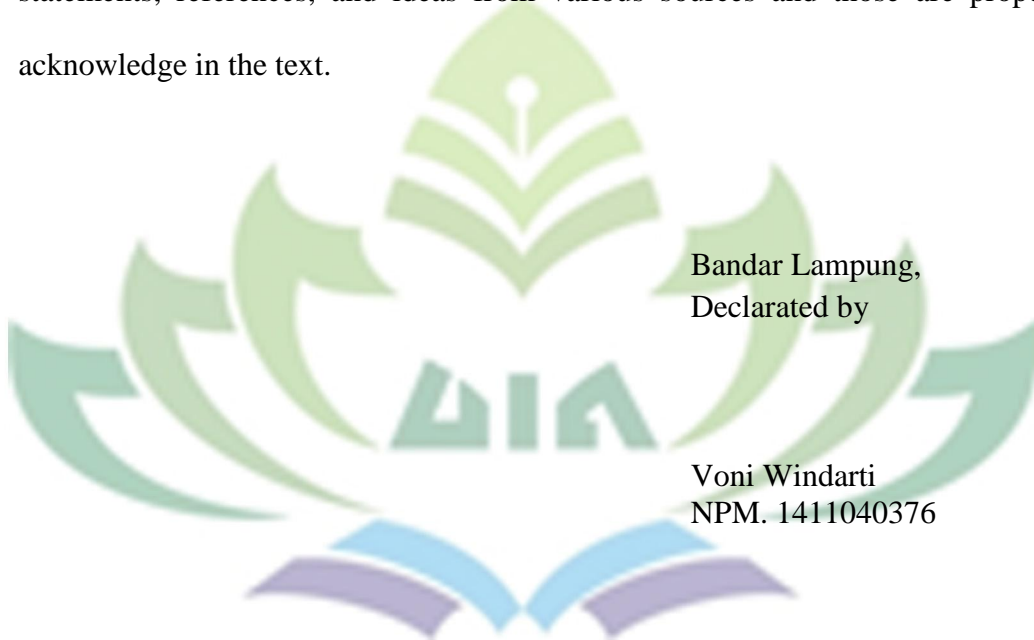
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DECLARATION

I hereby state that this thesis entitled “The Influence of Using Gallery Walk Strategy Towards Students’ Reading Comprehension in Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.



Bandar Lampung,
Declarated by

Voni Windarti
NPM. 1411040376

DEDICATION

This thesis is dedicated to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents Mr. Setiyatno and Ms. Sustriyah, who always support, educate, accompany and pray for me since I was child until now.
3. My beloved brother and sister Gunawan, Winarsih, as my best brother and sister, who love, care, support and pray for me.
4. My beloved lecturers in English education study program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

MOTTO

فَنَعْلَى اللَّهِ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ
إِلَيْكَ وَحْيُهُ وَقُلْ رَبِّ زِدْنِي عِلْمًا ﴿١١٤﴾

“Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge.” (Thaaha: 114)¹



¹ Mahmud Y, Yazid, *The quran: an English Translation of the Meaning of the Qu'ran*, (Lebanon: Dar Al Chaura, 1980), p, 320

CURRICULUM VITAE

Voni Windarti was born on October 28th 1996 in Tanjung Agung, South Lampung. She is the second child of two children of happy couple Mr. Setiyatno and Ms. Sustriyah. She has one brother, his name is Gunawan .

She started her study at TK Annissa Tanjung Agung, South Lampung in 2000 and graduated in 2002. After that, she enrolled at SDN 3 Tanjung Agung and graduated in 2008. Then, she continued her study at SMPN 1 Katibung in 2011. Then, she continued her study at SMAN 1 Katibung, South Lampung. She graduated from Senior High School in 2014. In the same year, she was registered as a student of Tarbiyah and teacher Training Faculty Raden Intan State Islamic University of Lampung.



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Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness. This thesis entitled “The Influence of Using Gallery Walk Strategy Towards Students’ Reading Comprehension in Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019” is submitted as one of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State Islamic Studies of Raden Intan Lampung.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis :

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Finally, there are still a lot of weaknesses in this thesis. For this, criticism and suggestion from the readers are welcome to enhance the quality of the thesis.

Bandar Lampung,
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. Reading is a part in daily life and also very important in education. It supported by Patel and Jain, reading is the most useful and important skill for people. This skill is more important than speaking and writing.¹ It means that reading is one of main skills that is important for people and student because it can help student to acquiring knowledge and get information.

Reading is complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.² It means that by reading the reader will do analysis, coordination, and interpretation to get information. The reader got information from variety of sources that they read in reading process. In reading process that the reader get information from analysis, coordination, and interpretation the text that they read.

¹ M. F. Patel. and Praveen M. Jain. *English Language Teaching (Methods, Tools And Technique)*. (Jaipur: Sunrise. 2008).p.113

² Donna M. Scanlon et.al, *Early Intervention For Reading Difficulties*, (New York; The Guilford Press, 2010), P. 9

Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.³ It means that students read English text to increase vocabulary. Then, they get better knowledge from information. By reading, students will get additional vocabulary and also help students to be easy on their writing.

Based on explanation above, reading is an important activity that can help student to acquiring knowledge. Besides, reading has possitive effect for student. Reading is a process to get information. The reader should find many kinds of information sources that are written in English. Reading as head of skill in English should be mastered by the reader or students. The students have to increase their vocabulary to run well reading process and also to get the information appropriately.

In reading, there are five components; (1) phonemic awareness, refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and word. (2) phonics is the relationships between the letters in writtwn language and the individual sounds in spoken language. (3) fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. (4) vocabullary is closely connected to comprehension. The larger the reader's vocabullary, the easier it is to make sense of the text. (5) comprehension is the complex cognitive procces readers use to understand what they have read.⁴ The most important in reading is comprehension. Tankersley states comprehension is the center

³ Jeremy Harmer, *How To Teach English*, (New York: Longman Publishing, 2007), p.99

⁴ Mehta, P. D., Foorman, *Scientific Studies of Reading*, Available:

[Http://www.readnaturally.com/research/5-components -of-reading](http://www.readnaturally.com/research/5-components-of-reading). acceseed on March, 14th March 2018

of reading that is the heart of reading process and we bring our life experiences to the act of reading.⁵ It means that comprehension is the power of reading. It is also influenced by the experience of the reader.

Nilson defines comprehension is the ability to grasp the meaning of material and restate it in one's own words.⁶ These concepts basically states that reading always deals with the process of taking meaning from printed materials. It means that in reading activity the purpose of reading is to comprehension what is read. In this process, the reader tries to create meaning intended by the writer.

From the explanation above, comprehension is the power of reading and comprehension is the purpose of reading. It is quite clear that comprehension is important in reading. Comprehension is the result of reading. The background knowledge that each individual reader brought to the reading situation is a primary context variable involved in reading comprehension. Reading comprehension is as much about integrating new information into what readers already know (prior knowledge) as it was about properly identifying words.

Moreover, According to Patel and Jain, reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and

⁵ Karen Tankerslay. *Threads of Reading Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging In Publication Data. 2003). p.90

⁶ Linda B. Nilson. *Teaching At Its Best; A Research-Based Resource for College Insructors Third Edition* (San Francisco; Jossey-Bass), 2010 p.21

concepts.⁷ It means that reading comprehension is a process a construct meaning of context, vocabulary, grammatical structure and concepts based on what we listen, speak, read and write.

The reseacher has conducted preliminary research on January 17th, 2018 at SMAN 1 Katibung. Based on interviewed with the English teacher (Maria Regina E.K), it was found that the students had problem in their reading ability. The students faced difficulty in identifying main idea because the students limited vocabulary. It automatically influences their ability in comprehending the text. The reseacher also interviewed some students of the tenth grade of SMAN 1 Katibung, the reseacher found that the students in reading test were still low and the teacher strategy in learning reading were not interesting.⁸ The scores were displayed in the following table:

⁷ M. F. Patel. and Praveen M. Jain. *Op. Cit.* p.133

⁸ Maria Regina E.K, An interview of English Teacher in SMAN 1 Katibung, january 17th 2018

Table 1
Students' Score of Reading Narrative Text at Eighth Grade of SMAN 1
Katibung South Lampung in the Academic Year
of 2018/2019

No	Score	Classes					Number of students	Percentage
		X MIA 1	X MIA 2	X IIS 1	X IIS 2	X IIS 3		
1	72	11	10	12	12	9	54	35%
2	< 72	19	20	18	20	24	101	65%
Total		30	30	30	32	33	155	100%

Source: Teacher's documentation of average score of reading comprehension of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

Based on the table above, the criteria minimum mastery (KKM) was 72 and there were many students who got score under 72. There were 54 students who passed criteria minimum mastery (KKM) and 101 students failed. It means that students who got difficulty in reading were 65%. This case should be solved because it can arise further difficulties to the next reading lesson if their low degree of reading comprehension is not improved soon. Moreover, student certainly cannot pass the minimum score of English subject determined of the school.

In addition, the researcher also found out some problems in teaching reading by observing the learning activity in the class. The problems were the students really passive, confused and got bored in teaching learning process, they were not interested

to know longer. The teaching strategy that was used by the teacher was not effective, because the teacher used self-question strategy. Self-question strategy is the ongoing process of asking question before, during, and after reading that are used by a reader to understand text.⁹ This strategy did not support the students to make them interested in the lesson and motivated them to study especially reading text.

There are many ways to solve the problems that explained above and one of them is the use a strategy that suitable for teaching reading to make the learning process become effective. The strategy itself must be adjusted with the condition of the class and the ability of the students because every class has its condition itself, it also will determine the suitable strategy itself. One of the alternative strategies that can be used by teachers in teaching reading comprehension is gallery walk strategy. The teacher can use this strategy in helping students in reading process and give them understanding of what they are reading, and it helps them to understand a text.

According to Taylor, gallery walk is a cooperative learning strategy in which the instructor devises texts and posts each texts at a different place on the walls (hence the name “gallery”), students form as many groups as there are questions, and each group move from text to text (hence the name “walk”).¹⁰ It also benefit for foreign language learners because it is chance to share thoughts in a more intimate,

⁹Lawrence, *Teaching During Reading Self-Question* (The University of Kansas) Strategy, [Http:www.specialconnections.;u.edu/?q=instruction/reading_comprehension/teacher_tools/teaching_after_reading_self_questioning_strategies](http://www.specialconnections.u.edu/?q=instruction/reading_comprehension/teacher_tools/teaching_after_reading_self_questioning_strategies). Accessed on March, 15th March 2018

¹⁰ Taylor, P. *Gallery Walk* (Lincoln Land Community college, 2001) available on <http://www.cct.umb.edu/gallerywalk.html>, accessed on April 18, 2017

supportive setting than a larger class discussion for a reader to engage. Moreover, it can help the students to focus on what they want to read in order to get the intents information quickly.

There were some previous studies done by researcher related to applying gallery walk strategy in teaching reading. The first study was conducted by Desi Lestari. She wrote a research entitled “the effect of gallery walk strategy on the students’ ability in writing descriptive paragraph at MAS Al Ittihadiyah.”¹¹ The methodology of this research is experimental research with one group pretest posttest design. The result of this study is that use gallery walk strategy in teaching writing show good result.

The second study was conducted by Dewi Riantini. She wrote a research entitled “teaching reading through combining text rendering strategy and gallery walk strategy at grade eight students of junior high school.”¹² The result of this research shows that using gallery walk strategy as learning method was effective to teach reading.

The similarities of these researches are both of these research using experimental research and gallery walk strategy. The differences of these researches are both of these research, the first previous previous study concerned to find out the effect of gallery walk strategy on the students’ ability in writing. The second previous study

¹¹ Desi Lestari, *The Effect Of Gallery Walk Strategy On The Students’ Ability In Writing Descriptive Paragraph At Mas Al Ittihadiyah* (S1 thesis, state islamic of north sumatra medan, 2017)

¹² Dewi Riantini, *Teaching Reading Through Combining Text Rendering Strategy And Gallery Walk Strategy At Junior High School*, STKIP PGRI Sumatra Barat

concerned to find out teaching reading through combining text rendering strategy and gallery walk strategy. Meanwhile in this study will use gallery walk strategy to find out whether there is any significant influence in reading comprehension in narrative text.

Based on the explanation above, the reasecher is interested in using gallery walk strategy as a strategy of reading comprehension. The reseacher conducted the title of this research is “The Influence of using gallery walk strategy towards Students’ Reading Comprehension in Narrative Text at the Tenth Grade of the SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problems as follows:

1. The students had low score in reading text.
2. The students’ difficulty to identify main idea.
3. The strategy used in teaching reading was monotonous.

C. Limitation of the Problem

The researcher limitation of the problems is on gallery walk strategy as strategy for teaching reading comprehension in order to know the influence of gallery walk

strategy towards students reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on identification and limitation of the problem above, the researcher formulated of the problem as follows : Is there any significant influence of using gallery walk strategy toward students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019?

E. Objective of the Research

The objective of the research was to find out whether there is any significant influence of using gallery walk strategy toward students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

F. Uses of the Research

The uses of the research are :

1. Theoretically

- a. The result of this study was expected to be able to widen the skill of teachers in using gallery walk strategy in order to improve students' reading comprehension.

- b. It can be reference to other researchers who will to study gallery walk strategy more intensively in teaching reading.

2. Practically

- a. For the Students

By using gallery walk strategy, it is hoped that the students would be more interested and motivated in reading comprehension and it would given positive effect on their English achievement.

- b. For the Teacher

To inform the English teacher that teaching using gallery walk strategy had good effect to students' reading comprehension, so the goal of learning could be achieved.

- c. For the School

It is expected that this research could provide useful input in improving the quality of learning in the school.

- d. For other Researcher

The researcher hoped this research would be as a reference to another relevant research by using team word-webbing technique.

G. Scope of the Research

The scope of the research are as follows:

1. Subject of the research

The subject of the research was the students of tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

2. Object of the research

The object of the research was using gallery walk strategy and students' reading comprehension in narrative text.

3. Place of the research

The research was conducted at SMAN 1 Katibung South Lampung.

4. Time of research

This research was conducted at the first semester of the academic year of 2018/2019.

CHAPTER II

REVIEW RELATED OF LITERATURE

A. Reading

1. Concept of Reading

Reading is key of learning. By reading, people can get a lot of information. Reading is a part in daily life and also very important in education. It supported by Patel and Jain, reading is the most useful and important skill for people. This skill is more important than speaking and writing.¹ It means that reading is one of main skills that is important for people and student because it can help student to acquiring knowledge and get information. Reading plays important role in language learning. The importance of reading is stated in the Holy Qur'an Surah Al-Alaq verse 1-5 as follows :

(3) (2) (1)
(4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Read, in the Name of your Lord, Who has created (all that exist). Created the human from clots of coagulated (blood), Read! Your Lord is the Most Generous, Who has taught (the writing) by the pen, taught the human what he did not know.² (QS. Al-Alaq: 1-5)

¹M. F. Patel. and Praveen M. Jain. *English Language Teaching (Methods, Tools And Technique)*. (Jaipur: Sunrise. 2008).p.113

²Muhammad Taqi-ud-Din Al-Hilali, Muhammad Muhsin Khan. *Interpretation of the Meanings of the Noble Quran*. Published by Dar-us-Salam Publications. <http://www.noblequran.com/translation/>. January 28th 2018. 9.17 P.m

This verse shows that islam gives high attention to reading. It explains about how reading can be a first step in teaching learning process. Reading in islamic perspective is not only dealing with understanding, but also interpreting and extracting. The information of the text than relate it to real phenomena readers have.

Many experts have defined and analyze it in many different ways. One of them is definition suggested by Setiyadi. He states that reading is working on from the beginning but follows from what language learners already know.³Meanwhile, Wallace states that reading plays a key role in almost every course of study.⁴ It means that reading is a tool to reach success in teaching learning activities.

According to Cline et.al, reading is decoding and understanding written text.⁵ Grabe and Stoller in Ermayanti's journal said reading is a way to draw information from the printed page and interpret this information appropriately.⁶ It can be ellaborated that reading is an dominated by the eye movement and the brain to decode written texts.

³Bambang Setiyadi, *Teaching English as a Foreign Language*.(Yogyakarta:Graha Ilmu. 2006).p.80

⁴Michael J. Wallace, *Study Skills in English Second Edition* (Cambridge; University Press), 2004 p.9

⁵Cline, Federick, CristopherJhonStone & Teresa King, *focus Group Reactions to Three Definitons of Reading as Originally Developed in Support of NARAP Goal 1*(Minneapolis : National Accessible Reading Assesment Project), 2006 p. 2

⁶Nanda Ermayati, *Journal of English Language Teaching, Improving Students' Achievement in Reading Comprehension Through Advance Organizer Strategy* (Medan; ELT Forum),2013 p.1

Based on the definitions above, we can conclude that reading is an activity to get meaningful things from written texts that involves good understanding. Reading can be a key to achieve the goal of teaching learning especially in English language learning.

2. Concept of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number a complex processes that include word reading, word and word knowledge, and fluency.⁷ It means in comprehending the text, the students take the expectation to get the point of what they read.

Further, reading comprehension involves much more than readers' response to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use and skill) as well as variable related to the text itself (interest in text, understanding of text types).⁸ Reading comprehension means that a reader acquires information from reading.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.⁹ It can be inferred

⁷Janette K. Klingner, Sharon Vaughn, Alison Boardman *teaching reading comprehension students with learning difficulties*, (London, The Guildford press, 2007) p.17

⁸ Ibid., p.32

⁹H. Douglas Brown. *Teaching By Principles An Interaction Approach to Language Pedagogy*. New Jersey : Prentice Hall, 1994, P.291

comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms. According to Brown, there are some criteria of language assessment in reading skill as mentioned bellow:

- a. Main idea (topic).
- b. Expression/idiom/phrases in context
- c. Inference (implied detail).
- d. Grammatical features.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated detail).
- g. Supporting ideas.
- h. Vocabulary in context.¹⁰

Based on description above, reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be main idea, expression/idiom/phrases, inference, grammatical features, detail (scanning for a specifically stated detail), excluding facts not written, supporting ideas, vocabulary in context.

¹⁰ Douglas Brown ,*language assessment principles and classroom practices*. (San Fransisko, Pearson Logman, 2004) p. 206

3. Concept of Teaching Reading Comprehension

Teaching is an activity with purpose to transfer knowledge. According to Brown, Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹¹ It means that, teaching is process for the learners to get information for their learning activity. In teaching process, the teacher should facilitate and make the learning more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.¹² In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

In another hand, reading comprehension is a process interaction between reader and author to communicate successfully in gaining what the author means the text. so, by teaching reading comprehension, students are expected to be able to comprehend the text, the teacher must help them to comprehend the text by using strategies which can drill to be able to remember the text.

¹¹ *Ibid*,

¹² Jeremy Harmer. *How to Teach English (an introduction to the practice of English language teaching)*. England; Longman. 2001. P.68

Based on explanation above, it can be concluded that teaching reading comprehension is the process of teacher for helping, facilitating, guiding student to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

4. How to Test Reading

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Brown, there are questions from that can use for testing reading comprehension, such as:

1. Multiple-choice questions to test comprehension text.
2. Matching task
3. Picture-cued items,such as: picture-cued word identification, picture-cued sentences identification, picture-cued true/false identification,picture-cued matching word identification.
4. Picture-cued task, such as: multiple-choice, picture-cued respond, diagram labeling task.
5. Editing task
6. Gap filling task
7. Cloze task

8. Short-answer task¹³

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research, the researcher was used multiple-choice test for the instrument.

5. Text

Language is always produced, exchanged or received as text that is, language as a system of communication is organized as cohesive units we call text. Knapp says that text is a tool completed act to communication such as greeting between friends in the street, a television advertisement, a novel, or a film and so on.¹⁴ While according to Siahaan, text is a meaningful linguistic unit in a context.¹⁵ In other word, text is character and the words that have meaning. So the researcher concluded that when we use language to write, we must creating and constructing the text. When we read text, we must interpreting the text. Moreover, when we talk and listen, we must also creating and interpreting texts.

¹³ *Ibid* , p. 326-327

¹⁴ Peter Knapp, *Genre ,Text, Grammar*, (Sydney:UNSW Press, 1996), p. 113

¹⁵ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.¹⁶ It means that text is a set of some paragraph which has the coherent and appropriate ideas. Based on statements above, when we use language to write, we are creating and constructing text. When we read, we are interpreting text. Moreover, when we talk and listen, we are also creating and interpreting texts.

6. Concept of Genre of Text

Genre is a term used to describe the classification of written material. The word genre comes from the French (originally Latin) word for 'kind' or 'class'. According to Anderson, text is word are put together to communicate a meaning when we speak or write to communicate a message, we are constructing a text. When we read, listen to or view a piece text, we interpreting its meaning.¹⁷ According to Siahaan and shinoda text is a meaningful linguistic unit in a context.¹⁸ Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. According to Anderson and shinoda text types in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, recount. These variation are known as genre.¹⁹

¹⁶Rudi Hartono, *Genres of Text*, (Semarang UNES, 2005), p. 4

¹⁷Mark Anderson and Kathy Anderson, *Text Type in English 2*, (chapel street: Macmilan,2003), p.1

¹⁸Sanggam Siahaan, Kisno Shinoda. *OP. Cit*, .p.1

¹⁹Mark Anderson and Kathy Anderson. *OP. Cit*, p.3-5

1. Spoof

Spoof text is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text to retell events for the purpose of informing or entertaining.

3. Report

Report text is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

5. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.

7. Concept of Narrative Text

Narrative text is a text which contain about story (fiction/ non fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story (complication) then followed by the resolution. According to Anderson Narrative is piece of text wich tell a story and, in doing so, entertains or informs the reader or listener.

According to Anderson there are steps for constructing a narrative text.²⁰

Constructing a narrative:

- 1) An orientation (can be a paragraph, a picture or opening chapter) in which narrator tells the audience about who is the story, when the story is taking place, and where the action is happening.
- 2) A complication that sets of chain of event that influences what will happen in the story.
- 3) A squence of event where the characters react to the complication.
- 4) A resolution in which the characters finally sort out the complication.
- 5) A coda that provides a comment or moral base on what has been learned from the story.

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fables, myths, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

Language feature of narrative:

- 1) Past tense (killed, drunk, etc)
- 2) Specific characters, the character of the story is specific, not general.
(Cinderella, Snow White, etc)

²⁰Mark Anderson and Kathy Anderson, *Op.Cit*, p.8

- 3) Time words that connect events to tell when they occur. (when, then, suddenly, etc)
- 4) Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- 5) Narrative words to portray the character and setting.

The language feature is using past tense, specific characters, time words that connect events to tell when they occur, verbs to show the actions that occur in the story, narrative words to portray the characters and setting.²¹ It means that there are five language features of narrative text.

8. Concept of Reading Comprehension in Narrative Text

Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children developmental models, or representations of meaning of the text ideas during the reading process.²² It means that reading comprehension is a process of understanding text done by reader to prove the information.

Narrative text is a text which contains about story (fiction/ non fiction/ tales/ folktales/ fables/ myths/ epic) and its plot consists of climax of the story

²¹*Ibid*, p. 8

²² Woolley, G, Understanding Reading, <http://www.springer.com/978-94-007-1173-0>, accessed on January, 17th 2018

(complication) then followed by the resolution.²³ It can be concluded that narrative text is a piece of text which tells a story about fiction, fables, myth, tales, etc. The purpose of the text is to entertain or to amuse the readers or the listeners about the story.

Based on the language assessment theory of brown, there are some criteria are commonly used measuring students' reading comprehension, they are:

- 1) Main idea (topik)
- 2) Expression/idiom/phrase in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting ideas
- 8) Vocabulary in context²⁴

In this research, the researcher concluded that reading comprehension in narrative text is students' ability to comprehend the reading material that tells the readers about a story whose purpose is to entertains the reader with good ability to deal with question related to main idea, expression, inference, grammatical features, detail, supporting ideas, vocabulary of the text.

²³Mark Anderson and Kathy Anderson, *Op.Cit*, p.8

²⁴Douglas Brown, *Op.Cit*.p.206

B. Gallery Walk Strategy

1. Definition of Gallery Walk Strategy

Gallery walk is a strategy that can be used in exploring students' tasks especially in reading. The students can view other's thinking and works. According to Coelho that gallery walk is a strategy where work is displayed in an art gallery and participants or students walk around the gallery gathering ideas, making notes, and/or discussing what they see.²⁵ It means that gallery walk is a strategy that allows the students to share their ideas with others. It can make the students to explore their own thinking becomes the better one.

Gallery walk is a presentation strategy in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work. According Silberman, gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.²⁶

Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts

²⁵Coelho, Elizabeth, *Teaching and Learning in Multicultural Schools*. Canada. British Library Cataloguing. 1998

²⁶Silberman, Mel, *Active learning: 101 Strategies to Teach Any Subject*. United Kingdom. A: Pearson Education Company 1996. p.24

related to the class activities. A gallery walk is a good way to assess what students have learned about the content being taught.²⁷ It means that gallery walk is students activity to move their seats to assess what students have learned about the content being taught.

In the other hand, Francek describes that gallery walk is a discussion strategy that gets students out of their chairs and into active engagement. The advantage of the strategy is its flexibility.²⁸ It means that gallery walk is to share ideas and respond to meaningful questions, images, and problem-solving situations or texts and gets students out of their chairs and into active engagement.

Based on statement above, it can be concluded that gallery walk is a strategy that allows the students to share their ideas with others. Good way to assess what students have learned about the content being taught. It can make the students to explore their own thinking becomes the better one.

2. Advantages and Disadvantages of Gallery Walk Strategy

a. Advantages of Gallery Walk Strategy

There are some advantages that can be given by gallery walk strategy. Some experts propose those advantages. According to Wood and Harmon, there are five benefits that can be delivered by gallery walk strategy, they are:

²⁷Stephanie, Edel-malizia, 2015, *Pedagogical Practices-Gallery walk*, available: <http://serc.carleton.edu/introgeo/gallerywalk/assessment.html>. accessed on march, 13th of march 2018

²⁸Francek, Mark, *Promoting Discussion in the Science Classroom Using Gallery Walks*, Journal of College Science Teaching, 2006. P. 27- 31 [online] available: <http://blog.stetson.edu/jrseminars/wpcontent/uploads/Gallery-Walk.pdf> retrieved 11 January 2018.

- 1) To provide participants with the opportunity to think about and share the process that is used to read, write, or speak.
- 2) To facilitate a comparison between the participants' descriptions of their reading, writing work with the presenter's work.
- 3) To stimulate of the students interest in reading text.
- 4) To increase, the students comprehend in reading text.
- 5) Build creativity of the students need for reading individual.²⁹

From the explanation above, it can be concluded that Gallery walk let the students to share idea with other about their own opinion of the work.

b. Disadvantages of Gallery Walk Strategy

There are some disadvantages that can be given by gallery walk strategy.

- 1) If the member of group overloud will be a part of student trade on work his or her friend.
- 2) The teacher must be smart in control and monitoring students activity.
- 3) The role of class which is elaborate.

Based on those explanation, it can be concluded that gallery walk naturally just a strategy which has both positive and negative thing inside oftentimes, the learners can take the advantages through this strategy meanwhile the

²⁹Wood, Karen D and Janis M. Harmon, *Strategies for Integrating Reading and Writing in Middle and High School Classrooms*, National Middle School Association, New York 2001.

disadvantages can not be separated from its use. Hence, it depends on the user to maximize the advantages of using gallery walk.

3. Procedure of Gallery Walk Strategy

Some experts suggest some steps in applying this strategy in teaching reading. However the writer chooses two of the procedures. According to Wood explain that gallery walk strategy can be applied through these following steps:

- 1) Select the texts will be using for the gallery walk.
- 2) Organize texts around the classroom.
- 3) Participants quietly reflect on what they do when they read.
- 4) Participants share ideas and create a common set of actions or definition.
- 5) Participants mean that all students will work in group and share the idea to others.
- 6) Each table posts their definition. After finishing group work, each group will post their group idea.
- 7) Groups move around the room reading the definitions.
- 8) The teacher will play a role as facilitator to monitor that all participants involve in this activity.³⁰

³⁰*Ibid*,

4. Procedure of Teaching Reading Through Gallery Walk Strategy

Pre-teaching:

- a) The teacher select the text will be using for the gallery.
- b) The strategy is introduced to the students, such as how the strategy works.³¹

Whilst-teaching:

- a) The teacher should organize text around the classroom.
- b) Text should display “gallery style” in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Text can be hung on walls or placed on tables the most important factor is that the texts are spread for enough space to reduce significant crowding.
- c) The teacher divides students in groups each group 7– 8 members.
- d) The students with their groups move around the room and read the text on the walls.
- e) Implications and applications:
 - a. Students answer some questions.
 - b. Students will post their group idea on the gallery.
 - c. Groups move around the room reading the gallery.

³¹*Ibid,*

- f) The teacher will play a role as facilitator to monitor that all participants involve in this activity.

Post-teaching:

- a) The teacher asked the group representative to give summary in front of the class.
- b) The teacher gives comments and suggestions to student.³²

C. Concept of Self-Question strategy

1. Definition of Self-Question strategy

Self-Question strategy is a primary means of developing self monitoring skills. Getting the students to think about their performance is an effective way to improve their accuracy. When using this strategy, encourage the student to read what has actually been written as opposed to what he or she thought they wrote.³³

Self-Question strategy is the ongoing process of asking questions before, during, and after reading that are used by a reader to understand text.³⁴ A self-Question strategy is a set of a students follows to generate, think about, predict, investigate, and answer question that satisfy curiosity about what is being read.

³²*Ibid*,

³³RiaFebrianti, *Teaching Reading By Using Combination Of Self-Questioning Strategy And Not Taking Strategy At Junior High School*, (<http://ejournal-slaskip-pgrisumber.ac.id/index.php/inggris/article/view/280/272>), accessed on 22 april 2017 p.3

³⁴Lawrence, *Teaching During Reading Self-Questioning Strategy*, available: Http://www.specialconnections.;u.edu/?q=instruction/reading_comprehension/teacher_tools/teaching_after_reading_self_questioning_strategies. Accessed on March, 15th March 2018

Based on explanation above, this strategy can develop self monitoring skills of student in teaching reading then improve their accuracy and of a students follows to generate, think about, predict, investigate, and answer question that satisfy curiosity about what is being read.

2. Procedure of Teaching Reading Using Self-Question Strategy

William recommend some steps of Self-Question that teacher in classroom, those steps are:

1. Before reading the teacher selects and introduces the story to the student, then read aloud the story to the students.
2. The teacher write questions about the story on the board such as: what is this story about, where does this story take place? What is the problem in this story?.How is the problem solved?,then, during reading, the teacher model answering the questions while reading the text/story.
3. After that, the teacher show how to refer to the questions while reading to determine if any important information can be use to help answer the questions.
4. And then, have the students to read the story aloud. After that, the student will read the text silently and independently answer the story questions.
5. Then, as the follow-up activities, the students shall be ask themselves while reading each story by generating additional questions that may help them learn important information about other familiar story.

3. The Advantages and Disadvantages of Self-Question Strategy

a. Advantages Self-Question Strategy

There are some advantages of applying self-question strategy in reading comprehension.

- 1) A students does not have to constanly rely on the teacher to gain understanding of a subject.
- 2) The strategy allows students to test each other.
- 3) It can help students categorize, anticipate exam question and allow for more effective preparation.

b. Disadvantages of Self-Question Strategy

- 1) If students do not know what questions are best to ask, then they will not gain the correct or necessary information that can prove that they actually learn the material.
- 2) The students do not pay attention to meaning of the structure.³⁵

D. Frame of Thinking

Reading is very important aspect in our life because we cannot get knowledge without reading. reading is one of four skills in language that must be learned the students. Then, reading comprehension appears as the result of reading. Reading comprehension is the understanding of the written text meaning that occurred

³⁵ *Ibid* p.4

when the reader could extract and integrate various information from the text, demonstrates an overall understanding of the text including main idea, expression/idioms, implied detail, grammatical features, stated detail, unstated detail, supporting idea and vocabulary in context.

Reading will give readers an understanding and information. In reality, students are difficult to comprehend English text. It happens because students do not master many vocabularies, so they do not have motivation to learn reading. The students have difficulty in finding main idea, supporting detail, taking inference and also drawing conclusion. It can be seen from daily score in reading they are low in comprehension. In other words, confuse about what gist of the text is. In the conclusion, they did not know what they read.

In this case, the researcher thinks that gallery walk strategy seems to give influence on students reading comprehension in narrative text. It means that the students can use gallery walk as a strategy in their reading. By using gallery walk strategy, the students be more active and enjoyable in learning reading. In order to achieve the aims of teaching English, especially in reading comprehension, the researcher assumes that the gallery walk strategy will increase the students' competence in English reading comprehension. So the students will be easier to comprehend the meaning and find out the main idea of the text.

E. Hypothesis

Hypothesis is a temporary answer of problems in research until proved from the data which collected.³⁶ So, hypothesis can be defined a weak truth statement towards problems on research and needs to prove the truth after collecting data.

The hypothesis of this research are:

Ho: There is no influence of gallery walk strategy towards students' reading Comprehension at the Tenth Grade of SMAN 1 Katibung in the Academic Year of 2018/2019.

Ha: There is influence of gallery walk strategy towards students' reading Comprehension at the Tenth Grade of SMAN 1 Katibung in the Academic Year of 2018/2019.

³⁶Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, 1998, p. 64.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the research, the researcher was conducted a quantitative research based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about effect of the experimental treatment on the dependent variable.¹ It means that the research design is used to find whether there is influence of one variable to another variable.

In order to know whether there is any significant influences of using gallery walk strategy towards students' reading comprehension of narrative text, this research was use quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.² It means that we do not have the opportunity for random assignment of students to special groups in different conditions.

¹Donal Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education*, (8th Edition), (Canada: Wadsworth, Cengage Learning, 2002), p.301

²John W, Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2008), p.309

The common term for this type of group of participants is intact. For that, the researcher select two classes, one is the control class and the other is the experimental class. The research design is presented as follows:

$G1 = T1 \times T2$ $G2 = T1 \circ T2$
--

Which:

G1= experimental class

G2= control class

T₁ = Pre- test

T₂= Post-test

X = Treatments by using gallery walk strategy

O = Treatment by using self-question strategy

In this research, the researcher has given pre-test to know students basic skill in reading comprehension of narrative text before she give treatment by strategy. After the researcher has got score of pre-test, researcher has given a treatment. Treatment has given to experimental class, treatment by using gallery walk strategy. And the end of the research, students were given post-test in order to know students' comprehension after the treatment used gallery walk strategy.

B. Research Variable

A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals study.³ This research contained two variables, namely the independent variable and dependent variable.

The variable of the research are follows:

- a. The independent variable of this research is gallery walk strategy(X).
- b. The dependent variable of this research is students' reading comprehension of narrative text (Y).

C. Operational Definition of Variable

In this research the researcher gives the operational definition as follows:

1. Independent variable (X)

Gallery walk strategy is a strategy that allows the students to share their ideas with others. It can make the students to explore their own thinking becomes the better one. The importance of gallery walk strategy is the students have opportunity to discuss with their friend their understanding of the text and actively asking something they do not understand to their partner. This strategy is used to comprehend the reading text.

³*Ibid*, p.112

2. Dependent variable (Y)

Reading comprehension in narrative text is students' ability to comprehend the reading material that tells the readers about a story whose purpose is to entertains the reader with good ability to deal with question related to main idea, expression, inference, grammatical features, detail, supporting ideas, vocabulary of the text.

D. Population, Sample, and Sampling Technique

1. Population

A population is a group of individuals who have the same characteristic.⁴ The population of the research is all of the tenth grade students at SMAN 1 Katibung South Lampung in the academic year of 2018/2019. The total of population of the research is 155 consist of 5 classes. IPA class consists of 2 classes, the total of the student are 60. IPS class consist of 3 classes, the total of the student are 95.

Table 2
The Total Number of the Tenth Grade of SMAN 1Katibung
South Lampung in the Academic Year of 2017/2018

No.	Class	Gender		Total
		Male	Female	
1	X MIA 1	10	20	30
2	X MIA 2	9	21	30
3	X IIS 1	8	22	30
4	X IIS 2	18	14	32
5	X IIS 3	13	20	33
Total		58	97	155

Source: Document of SMAN 1 Katibung South Lampung in the Academic Year of 2018 / 2019

⁴*Ibid*, p.142

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁵ It means that sample is a group of individuals as a part of population which is chosen from the whole population. There are two classes as the sample in this research, one class was X MIA II as the experimental class and the other was X IIS 2 as the control class.

3. Sampling Technique

In this research, the researcher uses cluster random sampling. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters).⁶ The researcher select two classes as the sample. The following steps are :

- a) The name of each class tenth grade written in small pieces of paper.
- b) Papers rolled and put into box. Then, the box is shaken.
- c) The researcher chose two papers randomly.
- d) The first paper was X MIA II as the experimental class and the second paper was X IIS 2 as the control class.

⁵DonalAry, Cheser Jacob, and Chris Sorensen, *Introduction to Research in Education 8th Edition*, (Canada: WedsworthCengange Learning), p.301

⁶*Ibid*, p.192

E. Data Collecting Technique

In this research the researcher uses the data which are taken from:

1. Pre-test

Pre-test is conducted to know the students' reading comprehension before the treatment. It was done in experimental class and control class to find out the students' quality before treatment.

2. Post-test

Post-test was conducted to know the students' reading comprehension in narrative text after conducting the treatment. The researcher gave the same test. Post-test was given for experimental and control class.

F. Research Instrument

In this research, the researcher used test as the instrument to collect the data, the researcher uses multiple choice question as a tool to know students' reading comprehension of narrative text. The test is aim at measuring students' reading comprehension of narrative text. The researcher makes two instruments; pre-test and post-test. Pre-test consists of 20 items and includes 10 reading passage and 5 options (a,b,c,d, and e). Meanwhile post-test consists of 20 items includes 8 reading passage and 5 options (a,b,c,d, and e).

Based on the language assessment theory of Brown, there are some criteria are commonly used measuring students' reading comprehension, they are; main idea

(topic), inference (implied detail), grammatical features , detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, vocabulary in context.⁷

The specification test of pre-tests and post-test were as follows:

Table 3
The Specification of Pre-test and Post-test items for Try Out

No	Aspects	Pre-test		Total	Post-test		Total
		Odd	Even		Odd	Even	
1.	Main idea	1, 21	8, 24, 30	5	31,39	4,26,38	5
2.	Expression / idiom /phrases in context	33	18,36	3	7,11,	8,10, 12	5
3.	Inference (implied detail)	3, 27, 29, 39	22	5	3,15, 29	32,40	5
4.	Grammatical features	19, 37	10,12, 26	5	13, 35	6,22,34	5
5.	Detail (scanning for a specially stated detail)	13, 17, 23	4,2,6, 38	7	19, 27	2, 18, 28	5
6.	Excluding facts not written (unstated details)	11,35	14,28, 40	5	5, 25	14,16, 36	5
7.	Supporting Idea	5,15,31	16,20	5	1, 17, 21	20, 24	5
8.	Vocabulary in context	7,9,25	32,34	5	9,23, 33, 37	30	5
	Total	20	20	40	20	20	40

⁷ Douglas Brown, *Language Assessment Principles And Classroom Practices*, (San Fransisko : Pearson Logman, 2004), p. 206

Based on the table 3, it can be seen that there were 40 questions for pretest and 40 questions for posttest. The specification include aspect main idea (topic), expression/idiom/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting idea, and vocabullary in context. After the researcher analyzed the criteria of good test, it can be seen that 20 items were valid. The items test can be seen in the table bellow:

Table 4
The specification of pre-test and post-test items after validity test

No	Aspects	Pre-test		Total	Post-test		Total
		Odd	Even		Odd	Even	
1.	Main idea	1, 7, 13	-	3	15,17	4,20	4
2.	Expression / idiom /phrases in context	11	20	2	7,9	-	2
3.	Inference (implied detail)	3, 17	14	3	3	12,18	3
4.	Grammatical features	-	8, 16	2	-	10,6	2
5.	Detail (scanning for a specially stated detail)	5, 9	2	3	13	2, 14	3
6.	Excluding facts not written (unstated details)	-	10,18	2	5,11		2
7.	Supporting Idea	-	4,12	2	1	-	1
8.	Vocabulary in context	15, 19	6	3	19	8,16	3

	Total	10	10	20	10	10	20
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G. Research Procedure

There are three steps in research procedure, they are:

1. Planning

a. Determining the subject of the research

In this research the researcher chooses the tenth grade of SMAN 1 Katibung South Lampung as the subjects of the research, one class as an experimental class and other one as a control class.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. The total number of test is 80 questions. Then, the researcher evaluated the test items that tested in pre-test and post-test.

c. Preparing Pre-test

The researcher prepared a kind of test (called pre-test) that given to the students. The pre-test was given based on the questions selected in the try-out.

d. Determining the material to be taught

The researcher determined the material to be taught to the students. That is reading comprehension of narrative text.

e. Preparing post-test

The researcher prepared a kind of test (called post-test) that given to the students. The post-test was given to know whether the students improve their reading comprehension or not.

2. Application

After planning, the researcher tried to apply the research procedure that had already been planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave pre-test to students.

The test was multiple choices consist of 20 items with 5 options, (a, b, c, d, and e). The total of the test items was determined by the validity and reability analysis of try out.

- b. In the second meeting, the researcher conducted the treatment.

After giving the pre-test to the students, the researcher conducted the treatment by used gallery walk strategy in the experimental class and used self-question strategy in the control class.

- c. In the last meeting, the researcher gave post-test.

The test was multiple choices consist of 20 items with 5 options (a, b, c, d, and e). The total of the test items is determined by the validity and reliability analysis of try out.

3. Reporting

The last point that has to be done in the research procedure is reporting. There were three steps to be done in reporting. They were as follows:

- a. Analyzing the data that received from try-out test
- b. Analyzing the data that received from pre-test and pos-test
- c. Making a report on findings

H. Scoring System

Before getting the score, the researcher determines the procedure to use in scoring the students' work. In order to do that, the researcher uses Arikunto's formula.⁸ The ideal highest score is 100. The scores of pre-test and post-test are calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Note:

- S : the test score
 r : total number of right answers
 n : total number of test items

I. Validity and Reliability of the Test

Those some criteria test validity and reliability.

1. Validity of Test

⁸Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2006), p.21

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto “validity is measurement and a valid instrument has a high validity”.⁹ To measure that the test has good validity, there are three basic types of validity; content validity, construct validity and internal validity.

a. Content Validity

According to Creswell, content validity is text extent to which the question on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹⁰ It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should appropriate with learning material. In other words, the test is based on material in the English curriculum, so that it can be said that the test has content validity since the test is good representation of material studied in the classroom.

To get the content validity, the researcher adapted test from the articles on the internet. Then, materials and the test were appropriate with syllabus in the school based curriculum for the tenth grade of senior high school students. To make sure, the researcher consulted the instruments to the english teacher at SMA N 1 Katibung South Lampung named Maria Regina, S.Pd. after the researcher consulted the instrument to the teacher, she said that the material in test instrument has been taught and suitable for tenth grade students.

⁹*Ibid*, p.168

¹⁰ John W. Creswell, *Op, Cit.*, p.168

b. Construct Validity

Construct Validity is just like a concept. Both of them are abstraction and generalizations that need to be defined so clearly that can be measured and examined.¹¹ Construct validity focused on the kind of the test that is used to measure the ability. The researcher made a reading test that can measure students' reading comprehension. The assessment used eight specifications of reading comprehension that adapted from Brown. To make sure the researcher consulted the researcher consulted the instrument to the English teacher at SMA N 1 Katibung South Lampung named Maria Regina, S.Pd. based on the result of construct validity, the teacher stated that the test represented eight specifications of reading comprehension that adapted from Brown. She also stated that the specification of reading test and items number had been fixed.

c. Internal Validity

Internal validity was used to measure whether test items are valid or not. According to Creswell, internal validity is relates to the validity of inferences drawn about the cause and effect relationship between the independent and

¹¹H. Douglas Brown.*Op Cit.* p. 206

dependent variables.¹² It means that to know score the best result of each items correlated with the score about the totality of the test result. To know the validity, the researcher used Point Biserial Correlation. The formula as follows:

$$R_{pbis} = \frac{(M_p - M_t)}{SD_t} \sqrt{\frac{p}{q}}$$

Where :

- R_{pbis} = Coefisient of validity item
- M_p = The average score of the right answer
- M_t = The average of total score
- SD_t = Standard deviation
- P = Proportional of the students who get true answer
- Q = Proportional of the students who get wrong answer¹³

After analyzing the test by using point biserial correlation formula, the researcher determined about valid item and invalid item. It is known that if the result of the calculation is obtained $r_{pbi} \geq r_{tabel}$ then it is said that the item number has been valid. If $r_{pbi} < r_{tabel}$ then the item is not valid.¹⁴ Interpret r_{tabel} it can be found by looking for the total respondent students and the researcher gave total correlation minimum value for valid item 0.361. It indicates that the item with total correlation under value 0.361 it should be removed. Based on the calculation, 20 items of pretest instrument were valid. They were the item number 1, 2, 3, 5, 6, 7, 8, 12, 13, 14, 18, 20, 21, 22, 25, 26, 27, 28, 32, 33.

¹² John W. Creswell, *Op, Cit.*, p.303

¹³ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta : Rajawali Pers, 2012), p.258

¹⁴ *Ibid*, p.258

Meanwhile, valid items in posttest instrument were 20 items. They were item number 1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 14, 15, 18, 19, 26, 30, 31, 32, 37, 39.

2. Reliability of Test

The quality of measurement is related to the reliability of the test. According to Creswell, reliability means that score from an instrument are stable and consistent.¹⁵ Reliability refers to consistency of the test.

Alpha formula used to know reliability of test is K – R.20.¹⁶

$$R_{11} = \left(\frac{k}{k-1} \right) - \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

- R₁₁ = The reliability coefficient of items
- k = The number of item in the test
- p = The proportion of students who give answer the item 1
- q = 1-p
- pq = Sum of p time q
- S² = Variance of the total score

The criteria of reliability test are :

0.80-1.000 = Very high reliability

0.60-0.799 = High reliability

¹⁵ *Ibid*, p.159

¹⁶ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2013), p,132

0.40-0.599 = Medium reliability

0.20-0.399 = Low reliability

0.00-0.199 = Very low reliability¹⁷

Based on calculation, it can be drawn a conclusion that the result of reliability for pretest has a high reliability because the result of reliability value was 0.88 and the result of posttest was 0.83. It means that reliability of the test in the research was reliable.

J. Data Analysis

This study tried to describe the influence of treatment of two distinctions used gallery walk strategy and reading comprehension of narrative text. To analyze the data, the researcher used parametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfilled. They are normality test and homogeneity test.

1. Fulfillment of Assumption

Parametric statistical significance test, such as analysis of variance and least squares regression are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

a. Normality Test

¹⁷Sugiono. *Ibid* . p. 184

The normality test is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov-Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_0 = the data are normally distributed.

H_a = the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accept if Sig. > 0.05

H_a is accept if Sig. < 0.05

b. Homogeneity Test

Homogeneity test is used determine whether the data obtain from the sample homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of test.

The test of homogeneity employing Levene's Test.

The hypotheses for the homogeneity test are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accept if $\text{Sig.} > = 0.05$

H_a is accept if $\text{Sig.} < = 0.05$

2. Hypothetical Test

To investigate whether there is significant influence of gallery walk strategy on students' reading comprehension of narrative text, the researcher used test to analyze the data. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are:

H_0 = There is no significant influence of using gallery walk strategy towards students' reading comprehension at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

H_a = There is a significant influence of using galley walk strategy towards students' reading comprehension at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

While the criteria of acceptance or rejection of hypotheses test are as follows:

H_0 is accept if $\text{Sig.} > = 0.05$

H_a is accept if $\text{Sig.} < = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on October 22nd 2018. Meanwhile post-test was held on November 19th 2018. The researcher conducted pre-test before treatments given and post-test after treatments given. The test was multiple choices test which consists of 20 items for each test.

1. Result of the Pre-test in Control Class

The pre-test was administrated in order to know students' reading comprehension ability before the treatments given. The result of pre-test in control class can be seen in figure bellow:

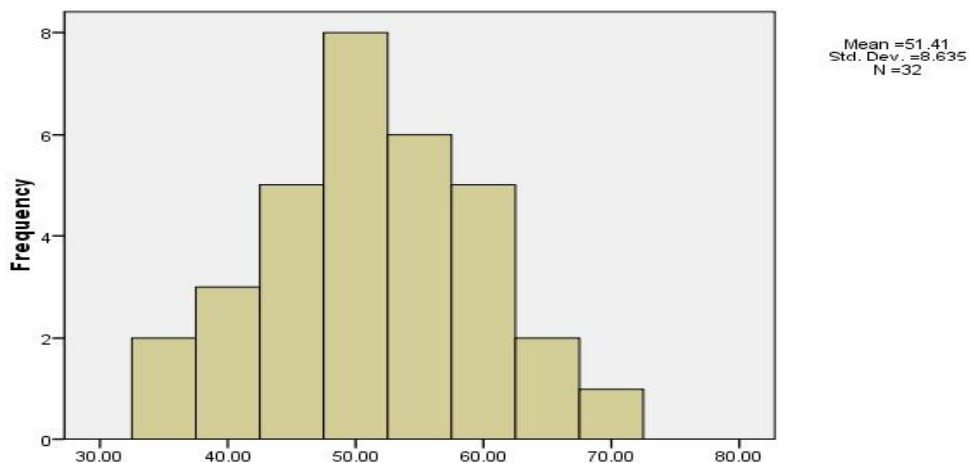


Figure 1
The result of pre-test in control class

Based on figure 1, the mean of pre-test in control class was 51.41. The highest score was 70 and the lowest score was 35. Standard deviation was 8.635, and total number of students was 32. It showed students' reading comprehension before they got treatments.

2. Result of Pre-test in Experimental class

The researcher also gave pre-test in experimental class to see students' reading comprehension ability before they got treatments. The score of pre-test in experimental class can be seen in figure bellow:

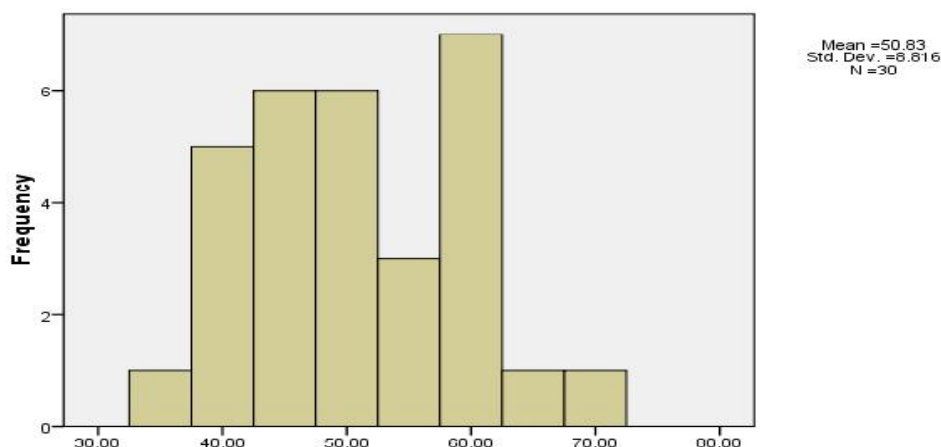


Figure 2
The result of pre-test in experimental class

Based on figure 2, the result showed that the mean of pre-test in experimental class was 50.83. The highest score was 70 and the lowest score was 35. Standard deviation was 8.816, and total number of students was 30. It showed students' reading comprehension before they got treatments.

3. Result of Post-test in Control Class

The post test administrated in order to know students' reading comprehension ability after the treatments given. The result of post-test in control class can be seen in figure below:

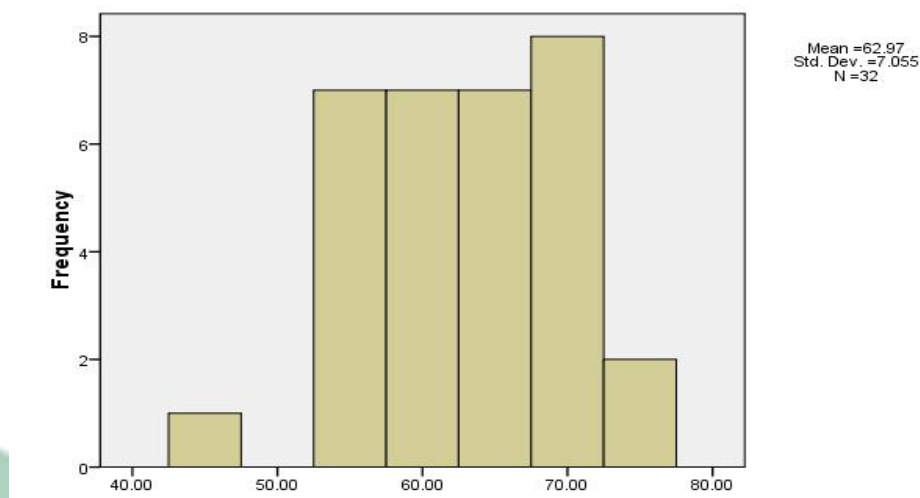


Figure 3
The result of post-test in control class

Based on figure 3, the mean of post-test in control class was 62.97. The highest score was 75 and the lowest score was 45. Standard deviation was 7.055, and total number of students was 32. It showed students' reading comprehension after they were taught with self-question strategy as the treatment.

4. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' reading comprehension ability after the treatments given. The score of post-test in experimental class can be seen in figure bellow:

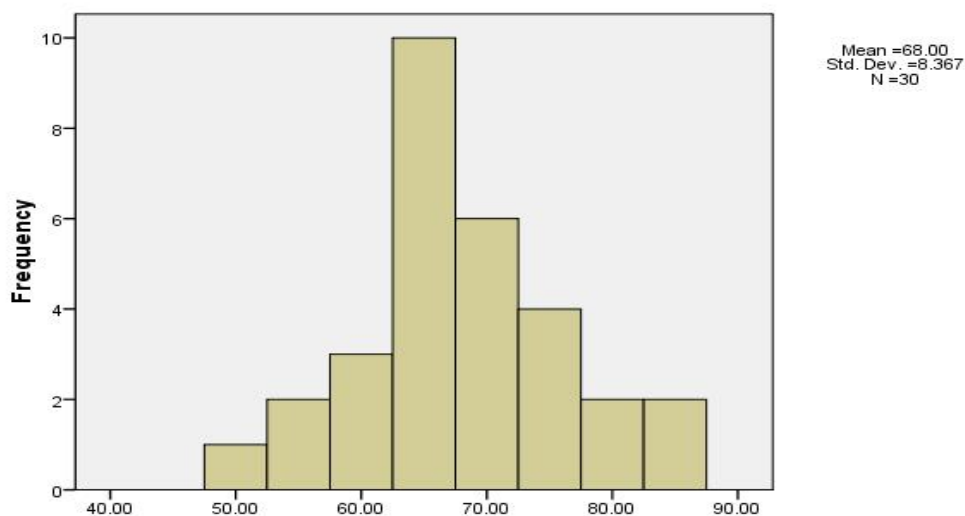


Figure 4
The result of post-test in experimental class

Based on figure 4, the mean of post-test in experimental class was 68.00. The highest score was 85 and the lowest score was 50. Standard deviation was 8.367, and total number of students was 30. It showed students' reading comprehension after they were taught with gallery walk strategy as the treatment.

5. Result of Normality Test

The researcher tested normality test after got score of the students in reading comprehension pre-test and post-test of narrative text using SPSS version 16.

a. The hypotheses are:

Ho : the data have normal distribution.

Ha : the data do not have normal distribution.

b. The test criteria:

If the value $(p) > \text{significant } (= 0.05)$, it means that Ho was accepted.

If the value $(p) < \text{significant } (= 0.05)$, it means that Ha was accepted.

Table 7
The Result of Normality in the Control and Experimental Class

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score control class	.153	32	.145	.930	32	.385
experimental class	.173	30	.055	.955	30	.244

a. Lilliefors Significance Correction

Based on the table, it can be seen that Pvalue (Sig.) for control class was 0.145 and Pvalue (Sig.) for experimental class was 0.055 because Sig. (Pvalue) of experimental class and control class > 0.05 . So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

6. Result of Homogeneity Test

The researcher tested homogeneity test after the researcher got the score of students' reading comprehension in control class and experimental class (pre-test and post-test of narrative text using SPSS version 16).

c. The hypotheses are:

H_o : the variance of the data are not homogeneous.

H_a : the variance of the data are homogeneous.

d. The test criteria of the test are follows:

H_o is accepted if $\text{Sig} > = 0.05$

H_a is accepted if $\text{Sig} < = 0.05$

Table 8
The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
.309	1	60	.580

Based on the result obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was 0.580 > was 0.05. It demonstrated that H_0 was accepted because Sig. (Pvalue) > was 0.05. It means that the variance of the data were homogeneous.

7. Result of Hypothetical Test

Based on the previous explanation, the normality and the homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), independent sample t-test.

The hypothesis formulas are:

H_0 = There is no significant influence of using gallery walk strategy towards students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

H_a = There is a significant influence of gallery walk strategy towards students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

H_0 is accept if Sig. (Pvalue) $> = 0.05$

H_a is accept if Sig. (Pvalue) $< = 0.05$

Table 9
The Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.309	.580	2.566	60	.013	5.031	1.961	8.954	11.108
	Equal variances not assumed			2.551	56.898	.013	5.031	1.972	8.980	11.082

Based on the results obtained in the independent sample t-test in table 9, the value of significant generated Sig. (Pvalue) was $0.013 < 0.05$. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using gallery walk strategy towards students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

B. Data Description

This research was conducted on October 19th 2018 to November 19th 2018. They involved pre-test, three meetings treatments, and post-test. In the experimental class the researcher gave three meetings treatments by using gallery walk strategy. Meanwhile, in the control class the researcher gave self-question strategy that usually used by the teacher there. The researcher identified several result, they were: the score of the students before treatments in pre-test and score of the students after treatments in post-test.

At the beginning the researcher gave pre-test, on Monday, October 22nd 2018, in control class (X IIS 2) at 10.30 AM – 12.00 AM and at 12.30 AM – 14.00 PM in the experimental class (X MIA 1I) in the same day. In experimental class consisted of 30 students and in the control class which consisted of 32 students. When the researcher gave the pre-test, all the students followed the test. After the researcher gave the pre-test, the researcher gave the treatments for both classes.

1. Description of the First Treatment

The first treatment was conducted on Monday, October 29th 2018. In the first treatment, the students felt surprised to see new teacher, the students seemed nervous. The lesson was started by greeting and giving introduction which caused the students felt curious to know the next steps of teaching learning process. After that, they were given explanation about the material taught where they listed some information that was related to narrative text. The teacher asked to the students what narrative text was. The teacher gave strategy in teaching reading narrative

text, which was gallery walk strategy. After that, the teacher explained the students about narrative text and gallery walk strategy. The teacher selected the text and pictures will used for the gallery. In the first treatment the teacher choosed the topic was Sam, the kind Lion. The teacher devided the students into some groups, each group consist 7-8 students, after that the researcher asked each groups move around the room and read the text on the wall. Then the students was discussion with their groups. After that the teacher asked student to make some questions and another groups answer the question. The teacher monitor the discussion proses. The teacher asked the group representative to give summary in front of the class. They focussed only how to use strategy.

2. Description of the Second Treatment

The writer gave the second treatment on Monday, November 5th 2018. The students were taught through the similar model. The researcher was started the teaching learning process by explaining more about narrative text. The teacher selected the different text and pictures will used for the gallery. In the second treatment the teacher choosed the topic was the Ant and the Dove. They looked more ready. The teacher devided the students into some groups, each group consist 7-8 students, after that the teacher asked each groups move around the room and read the text on the wall. Then the students was discussion with their groups. After that the teacher asked student to make some questions and another groups answer the question. The teacher monitor the discussion proses. The teacher asked the group representative to give summary in front of the class. They can manage time better than last meeting.

3. Description of the Third Treatment

The researcher gave the third treatment on Monday, November 12nd, 2018. In this treatment, it was better than the second or first treatment, because the students felt in accustomed in teaching learning process through gallery walk strategy. And the students felt enjoyable with the materials of narrative text, both the meaning and kinds of it. In the last treatment the teacher choosed the topic was a Fox and a Cat. The researcher started the teaching learning process with gave intruction. Then, the she gave the students the gallery and students read text on the wall. Like a before the teacher asked students discussion with their group and make some question. The researcher monitor the discussion proses. The researcher asked the group representative to give summary in front of the class. In this final treatment, the participation of the students and reading comprehension in narrative text had increased.

For the last meeting, the researcher gave the post-test on Monday, November 19th 2018, in control class 10.30 AM – 12.00 AM and at 12.30 AM – 14.00 PM in experimental class. It was given to measure the improvement the students' reading comprehension in narrative text both classes after treatment.

C. Discussion

The research had been conducted since October 19th 2018. The objective of this research is to find out whether the use of gallery walk strategy can increase students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019. Based on the

research method, this research was divided into some steps. There are try out, pre test, treatment in three times, and post test. In the first step, the researcher conducted try out in try out class. The researcher prepared 40 items of multiple choice questions for pre test and post test. After the researcher gave try out, the researcher calculated test items to know validity of the test. The result showed that 20 items of pre test and post test instrument were valid.

In the first meeting, the researcher was given pre test for the students to know the students' reading comprehension before they were given treatments. The test was multiple choice questions that consist of 20 items with 5 options a, b, c, d and e.

In the second meetings, the researcher was given treatments to the students in three times. Before the researcher gave the treatment, the researcher determined the material and prepared lesson plans for three meetings. The treatment here was teaching reading by using gallery walk strategy in experimental class and self-question strategy in control class. In the experimental class, the research conducted treatment on October 29th, 2018. In the first meeting, the researcher greeted the students and checked their attendance. After that the researcher explained material that would be taught. Then, the researcher asks the students about material. Then, the researcher selected the text and pictures will used for the gallery. The researcher divided the students into some groups, each group consist 7-8 students, after that the researcher asked each groups move around the room and read the text on the wall. Then the students was discussion with their groups. After that the researcher asked student to make some questions and another

groups answer the question. The researcher monitor the discussion proses. The researcher asked the group representative to give summary in front of the class.

After the treatment was given, the researcher gave post test to students to know their reading comprehension after they got the treatments. The test was multiple choice questions that consist of 20 items. Based on the result of students' post test, the mean score of students' post test in control class was 62.97 and mean score of students' post test in experimental class was 68.00. Based on the result, the score of experimental class was higher than students' score in control class. It means that the students who are taught by using gallery walk strategy got better result than the students who were taught by using self-question strategy.

Based on the data calculation, Sig.(2-tailed) of the equal variance assumed in the independent sample t-test was 0.013 it is lower than $\alpha = 0.05$. It means that null hypothesis (H_0) is refused and alternative hypothesis (H_a) is accepted. It can be concluded that there was any significant influence of using gallery walk strategy toward students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

Based on the result of the data above, it can be interpreted that after the researcher teaching reading by using gallery walk strategy in three times, the researcher found that the students who were taught by using gallery walk strategy gave significant influence on their reading comprehension. It is because this strategy helps the students in comprehending the content of the text by organize main point in the text, so the students has clear purpose in reading. The strategy is very

effective in improving students' reading comprehension of what they read because the students can view other's thinking and work. It supported by Coelho, gallery walk is a strategy where work is displayed in an art gallery and participants or students walk around the gallery gathering ideas, making notes, and/or discussing what they see.¹ According to Stephanie, gallery walk is a good way to assess what students have learned about the content being taught.² It means that gallery walk is students activity to move their seats to assess what students have learned about the content being taught. In conclusion, the researcher concluded that gallery walk strategy was more helpful to be used for the students to help them built their reading comprehension. It was because gallery walk strategy is not only individually but also in group, so the students would be more confident when they read and comprehend the text. The finding of this research is relevant with some previous studies. The previous research was conducted by Desi Lestari and Dewi Riantini, by Desi Lestary which is entitled "the effect of gallery walk strategy on the students' ability in writing descriptive paragraph at MAS AL Ittihadiyah and by Dewi Riantini, teaching reading through combining text rendering strategy and gallery walk strategy at eight grade students of junior high school. So finally the researcher concludes that there was any significant influence of using gallery walk strategy towards students reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung in the academic year of 2018/2019.

¹ Coelho, Elizabeth, *Teaching and Learning in Multicultural Schools*. Canada. British Library Cataloguing. 1998

² Stephanie, Edel-malizia, 2015, *Pedagogical Practices-Gallery walk*, available: <http://serc.carleton.edu/introgeo/gallerywalk/assessment.html>. accessed on march, 13th of march 2018

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher draws some conclusions in terms of the use of gallery walk strategy can influence students' reading comprehension in narrative text. As presented at the first chapter, the objective of this research was to find out whether there was a significant influence of using gallery walk strategy towards students' reading comprehension in narrative text.

Based on the result, the mean score of posttest in experimental class was 68.00 and the mean score of posttest in control class was 62.97. It showed that the students' posttest score in experimental class was higher than students' post test score in control class. The result can be seen from sig. (2-tailed) is 0.013. It is lower than $\alpha = 0.05$. It means that H_0 is refused and H_a is accepted. It means that there was a significant influence of using gallery walk strategy towards students' reading comprehension in narrative text at the tenth grade of SMAN 1 Katibung South Lampung. It was supported by the activities that students have done in process of conducting the research in three meetings of each class. In experimental class, the students were more active than in control class. It because they felt excited to learn. They felt curious about learning reading comprehension using gallery walk strategy. The class becomes more fun and the students did not feel bored anymore.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

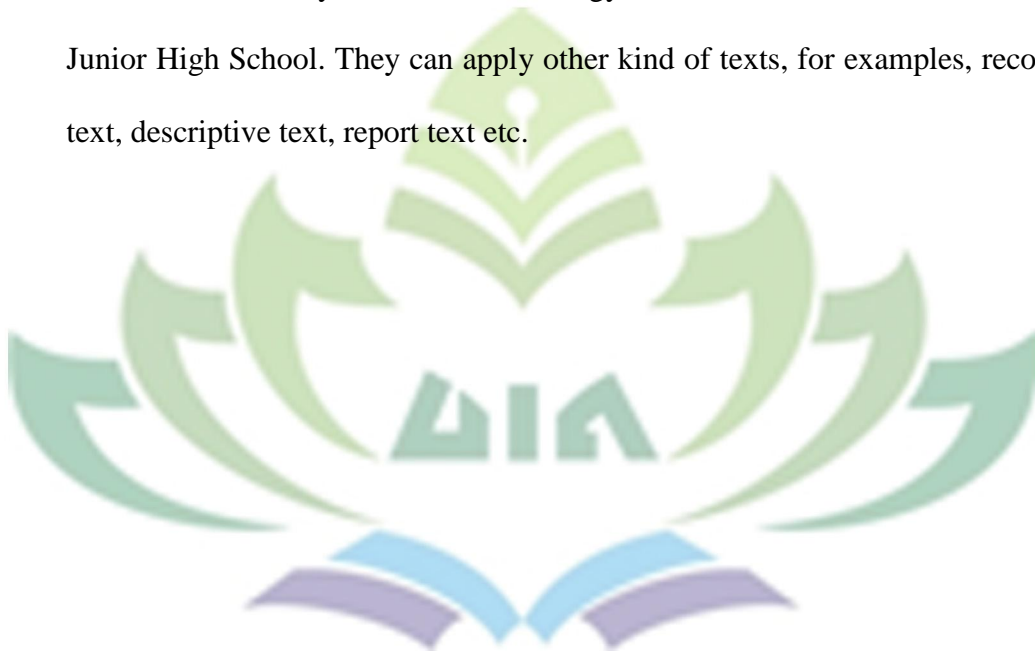
The researcher found out that gallery walk could improve students' reading comprehension. It can be done by providing stimulators understanding such as the students use gallery on the wall to know the content of the text and make some questions of the text. It will help the teacher make the students in comprehending the text faster. It means that using gallery walk strategy is suitable for teaching process that can be applied in the tenth grade of SMAN 1 Katibung to measure the influence of students' reading comprehension. The teacher should give more guidance and supports to the students to be more active, and let the students do several practices. So that gallery walk strategy can be improving their reading comprehension.

2. Suggestion for the Students

Based on the result that was conducted, the researcher suggested. The students should learn harder and seriously to improving their reading comprehension. The students are expected to pay attention in teaching process and try to response the teachers' question. The students should practice their English regularly their comprehending of the text.

3. Suggestion for the Next Researcher

The researcher applied that gallery walk strategy was the best strategy to measure influence of students' reading comprehension. Another researcher can find out the appropriate technique to influence students' reading comprehension. The next researcher can use gallery walk strategy with another theme because this strategy also appropriate with other themes. The next researcher may conduct this strategy on level of students, for example Junior High School. They can apply other kind of texts, for examples, recount text, descriptive text, report text etc.



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Appendices

Appendix 1

The result of interview with English teacher in SMAN 1 Katibung

No	Question	Answer	Conclusion
1.	What your name Ms?	My name is Endah Maria Regina K.	The teacher name is Endah Maria Regina K.
2.	How long have you been teaching English in SMAN 1 Katibung?	I have been teaching English here since 2015.	The teacher has taught English for 4 years.
3.	How about the criteria of minimum standart (KKM) in English lesson?	The criteria of minimum standart (KKM) are 72.	The criteria of minimum standart (KKM) are 72.
4.	Could you explain your experince in teaching English, especially in teaching reading?	I am hard to teach them in reading because they are always difficult to understand what the text mean.	She said that she hard to teach his students. Because some her students feel difficult to understand what the text mean.
5.	What are the problem that u find in teaching reading	The problem is lack of student's vocabulary. So the students difficult	The students difficult to identify main idea because the student

	compehension?	to identify main idea.	limited vocabulary.
6.	What strategy/ technique that you use to teach reading comprehension?	I used self-question strategy.	The teacher did not use attractive strategy and the teacher use self- question strategy.



Appendix 2

The result of interview with the students in the tenth grade of SMAN 1 Katibung

Student 1:

No	Question	Answer	Conclusion
1.	Do you like English lesson?	I don't like English because English is difficult.	The student does not like English lesson.
2.	What do you think about teaching reading?	Teaching reading is one aspect that is difficult.	The students are difficult in teaching reading.
3.	What is the problem that you find in teaching reading comprehension?	I am still difficult to know the information of the text and difficult to know the topic of the text.	The students are difficult to get information of the text.
4.	What do you think about teacher's technique in teaching reading?	The teacher only giving explanation about material and asks to do reading exercise. So, I feel bored in learning	The student needs the interesting technique like a game or strategy to enjoy the learning process.

		process.	
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Student 2:

No	Question	Answer	Conclusion
1.	Do you like English lesson?	I like English lesson.	The student like English lesson.
2.	What do you think about teaching reading?	I am bored, the teacher explained but I don't understand.	The student felt bored.
3.	What is the problem that you find in teaching reading comprehension?	I am still difficult to get the meaning of the text.	The students are difficult to get information of the text.
4.	What do you think about teacher's technique in teaching reading?	The teacher just teaches by giving explanation, so I feel bored in learning reading.	The student needs the interesting technique like a game or strategy to enjoy the learning process.

Student 3:

No	Question	Answer	Conclusion
1.	Do you like English lesson?	I don't like English because English is difficult.	The student does not like English lesson.
2.	What do you think about teaching reading?	Teaching reading is one aspect that is difficult. The teacher only gave little explanation.	The students are difficult in teaching reading.
3.	What is the problem that you find in teaching reading comprehension?	I am still difficult to know the information of the text and difficult to know the topic of the text.	The student still difficult to get information of the text.
4.	What do you think about teacher's technique in teaching reading?	The teacher only giving explanation about material and asks to read the text. So, I feel bored in learning process.	The student needs the interesting technique like a game or strategy to enjoy the learning process.

Appendix 3**SILABUS**

Satuan Pendidikan : SMA N 1 KATIBUNG

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal auxiliary verbs.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan</p>	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/americanenglish/files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>legenda dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks narrative dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>(observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Mengkomunikasikan <ul style="list-style-type: none"> Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Mengetahui
Kepala SMA N 1 Katibung

Lampung Selatan, Agustus 2018
Guru Bahasa Inggris

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MARIA REGINA E.K, S.Pd.

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)

Satuan Pendidikan	: SMA N 1 KATIBUNG
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X MIA II
Alokasi Waktu	: 2 x 45 Menit
Materi Pelajaran	:Text Narrative
Pertemuan	: Ke- 1

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3:Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4:Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkaitdengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang dinyatakan dan tidak dinyatakan didalam teks.

- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrative.

E. MATERI PEMBELAJARAN

Materi Pokok

Teks narrative lisan dan tulis berbentuk fabel sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam fabel
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

F. METODE/STRATEGY PEMBELAJARAN

- Strategy: Gallery walk strategy

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media/alat	: Audio / Suara Guru
Bahan	: gambar, bahan tayang
Sumber Belajar	: - lembar kerja - internet(Google, Youtube)

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Guru Memberi salam dan berdoa bersama siswa • Guru Melihat kesiapan siswa secara fisik dan mental • Guru bertanya siapa siswa yang tidak hadir (disiplin) <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengulas pembelajaran tentang jenre (jenis teks) terutama teks narrative • Menyampaikan tujuan pembelajaran kepada siswa • Menyampaikan strategy yang akan digunakan kepada siswa 	15 Menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan strategy gallery walk. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Guru meminta siswa menanyakan materi pembelajaran (teks narrative) yang belum mereka pahami. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • guru membuat gallery dari teks narrative dan gambar yang sudah di pilih • guru membagi siswa menjadi beberapa kelompok 7-8 anggota • Dengan bimbingan dan arahan guru siswa berpindah dari tempat untuk membaca teks dan pertanyaan di dinding yg sudah di sediakan. • Siswa berdiskusi dengan kelompoknya untuk menjawab pertanyaan tentang narrative teks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membaca kembali teks yg ada di dinding untuk menncari jawaban. Satu diantaranya membaca gallery yang sudah disediakan kemudian bergantian dengan teman sekelompoknya. • Siswa menempelkan hasil jawaban dengan kelompoknya pada gallery. • Siswa dengan kelompoknya berkeliling membaca gallery. • Guru memantau proses diskusi. 	60 Menit

	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Guru meminta seorang siswa dari masing-masing kelompok untuk maju ke depan kelas untuk memberikan ringkasan terkait isi dan nilai moral yang ada pada teks narrative, sementara siswa lainnya bertindak sebagai siswa yang bersemangat belajar yang ingin tahu isi dan nilai moral yang ada pada teks narrative tersebut. <p>Guru memberi komentar dan saran kepada siswa yang maju kedepan kelas.</p> <ul style="list-style-type: none"> Guru memberikan kesimpulan terkait teks narrative. Guru memberikan soal latihan teks narrative. 	
Penutup	<ul style="list-style-type: none"> Guru menanyakan kesulitan siswa selama KBM (kegiatan belajar mengajar). Guru menutup pelajaran dengan berdoa. 	15 Menit

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

1) Penilaian Kompetensi Pengetahuan

- Tes Tertulis
- Pilihan ganda

2) Instrumen Penilaian

a) Penilaian Tertulis

Kd	Ipk	Materi	Indikator Soal	Nomor soal	Bentuk soal
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Mengidentifikasi makna gagasan di dalam teks.	Teks tulis naratif berbentuk <i>fabel</i>	Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	1 - 4	Pilihan Ganda
	Mengidentifikasi informasi yang dinyatakan dan tidak dinyatakan didalam teks.		Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	5-7	Pilihan Ganda

	Mampu mengidentifikasi tata bahasa terkait teks narrative.		Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	8-10	Pilihan ganda
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b) Rubrik Penilaian Tes Tertulis

No.	Aspek yang dinilai	Indikator Soal	No.Soa	Skor
1.	Pengetahuan	Disajikan teks narrative, siswa dapat menemukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari teks tersebut.	1	1
			2	1
			3	1
			4	1
			5	1
			6	1
			7	1
			8	1
			9	1
			10	1

Pedoman Penilaian:

$$\text{Nilai Akhir} = \frac{(\text{skor siswa})}{\text{Skor maksimal}} \times 100$$

Guru Mapel Bahasa Inggris

Lampung Selatan,
Mahasiswa Penelitian

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Mengetahui
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Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Control Class)

Satuan Pendidikan	: SMA N 1 KATIBUNG
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X IIS 1
Alokasi Waktu	: 2 x 45 Menit
Materi Pelajaran	: Text Narrative lisan dan tulis berbentuk fabel sederhana
Pertemuan	: Ke- 1

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikasi informasi yang dinyatakan dan tidak dinyatakan dalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrative.

E. MATERI PEMBELAJARAN**Materi Pokok**

Teks narrative lisan dan tulis berbentuk fabel sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam fabel
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

F. METODE PEMBELAJARAN

- Metode: Gallery walk strategy

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

Media/alat	: Audio / Suara Guru
Bahan	: LKS, Buku Guru Bahasa Inggris kelas X SMA
Sumber Belajar	: Buku Siswa Bahasa Inggris kelas X SMA

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> • Memberi salam • Melihat kesiapan siswa secara fisik dan mental • Presensi dan bertanya siapa siswa yang tidak hadir (disiplin) <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengulas pembelajaran yang sudah dibahas • Menyampaikan tujuan pembelajaran kepada siswa 	15 Menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks fabel yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita fabel • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks fabel <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menemukan beberapa text narrative dari berbagai sumber. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • guru membaca cerita narrative text dengan keras. • guru menulis beberapa pertanyaan di papan tulis. • Siswa membaca dengan keras cerita narrative text, setelah itu siswa membaca text dengan pelan dan menjawab pertanyaan secara mandiri. • Siswa akan bertanya pada diri sendiri dengan membaca 	60 Menit

	cerita masing-masing. Mengkomunikasikan <ul style="list-style-type: none"> • Siswa memahami teks narrative dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempraktekan self-question strategy terkait teks narrative • Dengan bimbingan dan arahan guru siswa mengerjakan soal latihan teks narrative 	
Penutup	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru siswa membuat kesimpulan pelajaran teks narrative • Siswa mendiskusikan nilai moral yang telah dipelajari terkait teks narrative • Memeriksa pekerjaan siswa yang selesai langsung diperiksa. • Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik 	15 Menit

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

1) Penilaian Kompetensi Pengetahuan

- Tes Tertulis
- Pilihan ganda

Answer the question 1-5

A Wolf and a Dog

Once, there was a wolf which was nearly dead with hunger. He was very skinny, so that the bones could be seen clearly beneath his skin. With hardly enough energy to walk, the wolf had a little hope of finding food. As he lay beneath a large tree, a dog out for walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said,

“You are in terrible shape! You look as if you have not eaten for many days.”

“You are right.” The wolf said.

“I have not eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die.”

The wolf thought about it over for a few minutes and then decided to join the dog. So they went off together toward the house where the dog lived. But, as they were walking, the wolf noticed that hair on a dog’s neck was so thin. He was curious about this, and asked the dog about it. The dog told the wolf that they would be chained up by their master, so they would not eat the sheep and they surely get the food. The wolf was surprised to hear the story and began to think that he could not walk or run anymore if he followed the dog. So, he decided to run away.

(Source:<http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-text-fabel.html?m=1>)

1. What is the story about ?
 - a. A sheep which have not eaten for days.
 - b. A dog which have not eaten for days.
 - c. A wolf which has not eaten for days.
 - d. The master who ate the sheep

2. He was very skinny, so that the bones could be seen clearly beneath his skin.
The word “beneath” is similar to...
 - a. Thin.
 - b. Big.
 - c. Healthy.
 - d. Tall.

3. “You are in terrible shape! You look as if you have not eaten for many days.”
This expression means...
 - a. He is so ugly.
 - b. He is poor.
 - c. He looks bad.
 - d. He looks good.

4. Which of following statement is **true** according to the story?
 - a. The wolf worked with the dog.
 - b. The dog was eaten by the wolf.
 - c. The wolf was running away.
 - d. The dog and the wolf were running away.

5. The wolf...running away because he did not want to be chained up.
 - a. Is
 - b. Was
 - c. Are
 - d. Were

Answer question 6-10

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by the rabbit. However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was the father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat outside and pretend to play ball with it. Then, the baby bear would kick down the meat

towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(source:<http://englishstory12.blogspot.co.id/2012/02/bear-and-rabbit.html?m=1>)

6. What is the main idea of paragraph 1?
 - a. The rabbit and the bear lived as neighbors.
 - b. The buffaloes have been shot by rabbit.
 - c. The bear was the father of five children.
 - d. The mother bear gave her youngest son an extra meat.
7. Secretly, he would take the meat outside and pretend to play ball with *it*.
The word "it" refers to..
 - a. The rabbit's house.
 - b. The meat.
 - c. The rabbit.
 - d. The papa bear.
8. The bear...five children.
 - a. Has
 - b. Have
 - c. Is
 - d. Was
9. How did the rabbit get his meal according to the story?
 - a. The mother gave an extra meat.
 - b. The father gave him.
 - c. The baby bear gave him.
 - d. The rabbit was stealing.
10. The bear asked the rabbit to...
 - a. Leave his house.
 - b. Play with his children.
 - c. Hunt for him.
 - d. Live with him.

(Answer key)

- | | |
|------|------|
| 1. C | 6. A |
| 2. A | 7. B |
| 3. C | 8. A |
| 4. C | 9. C |
| 5. B | 10.C |

2) Instrumen Penilaian

a) Penilaian Tertulis

Kd	Ipk	Materi	Indikator Soal	Nomor soal	Bentuk soal
Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Mengidentifikasi makna gagasan di dalam teks.	Teks tulis naratif berbentuk <i>fabel</i>	Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	1 - 4	Pilihan Ganda
	Mengidentifikasi informasi yang dinyatakan dan tidak dinyatakan di dalam teks.		Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	4-7	Pilihan Ganda
	Mampu mengidentifikasi tata bahasa terkait teks narrative.		Disajikan teks narrative, siswa dapat menentukan main idea, inference, grammatical features, detail, excluding facts not written, supporting ideas, vocabulary in context.	7-10	Pilihan ganda

b) Rubrik Penilaian Tes Tertulis

No.	Aspek yang dinilai	Indikator Soal	No. Soal	Skor
1.	Pengetahuan	Disajikan teks narrative, siswa dapat menemukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari teks tersebut.	1	1
			2	1
			3	1
			4	1
			5	1
			6	1
			7	1
			8	1
			9	1
			10	1

Pedoman Penilaian:

$$\text{Nilai Akhir} = \frac{\text{(skor siswa)}}{\text{Skor maksimal}} \times 100$$

Appendix 6

The items test of pre-test after validity

Mata pelajaran : Bahasa Inggris
Kelas : X
Waktu : 90 Menit

Choose the correct answer by crossing (X) A, B, C, D or E for each answer!

The farm and rooster

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

(Source: <http://indonesian/folklore.blogspot.com/search/label/central%20java>)

1. What is the main idea of paragraph 3?
 - A. An eagle watching the rooster from a distance
 - B. The loosing rooster came out from its hiding place
 - C. The eagle took the winning rooster as its prey
 - D. The winning rooster celebrates its winning proudly
 - E. A Story From The Farm Yard

2. From the text we know that....
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king
 - E. The loosing rooster slunk away

3. What can we learn from the story?
 - A. There's always a bigger enemy in this life
 - B. Your friend can be your enemy
 - C. Always grab an opportunity before you

- D. Don't be cocky when we have achieved our goal
- E. the farm yard from then on

Read the following text to answer questions number 4 to 7.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

(Source: <http://indonesian/folklore.blogspot.com/search/label/central%20java>)

4. Why did mouse deer want to go across the river?
 - A. Because he was very hungry
 - B. Because he wanted to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
 - E. The mouse deer requested

5. How many crocodiles were there in the story above?
 - A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Seventeen crocodiles
 - E. Not mentioned

6. " But we are a large group, I can't count it precisely," The underlined word has closest meaning with....

- A. Accurately
- B. Objectively
- C. Definitely
- D. Obviously
- E. Precisely

7. What is the main idea of the text above?

- A. Mouse Deer and Mr. Crocodile
- B. A mouse deer hadn't eaten since morning
- C. A mouse deer was walking by the river
- D. The mouse deer was figuring out the way how to reach there
- E. Crocodile showing his sharp teeth

Read the following text to answer questions number 8 to 11.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

8. To tell the plot, the writers uses....

- A. A rhetorical question and an exclamation
- B. Time sequences
- C. Contrastive evidences

- D. Past tense
 - E. Concessive conjunctions
9. What type of the text is used by the writer?
- A. Narrative
 - B. Report
 - C. Anecdote
 - D. Comparative
 - E. News item
10. Which statement is true according to the text?
- A. The parrot could say Catano
 - B. Catano was the name at the parrot
 - C. At last the parrot could say Catano
 - D. The man never got angry at the parrot
 - E. The story about the chicken
11. The communicative purpose of this text is....
- A. To inform the readers about important and newsworthy events
 - B. To entertain readers with fairy tale
 - C. To share an account of an unusual event
 - D. To persuade readers to accept his/her opinions
 - E. To denote or propose something as the case

Read the following text to answer questions number 12 to 14.

Little Red Riding Hood

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from

the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

(Source: <http://contoh soal UN narrative text. Com>)

12. Why did little riding hood do not realize the wolf who in disguise as her grandma?
 - A. Because she was blind
 - B. Because she was daft
 - C. Because the wolf was kind
 - D. Because the wolf wore little riding hood's clothes
 - E. Because the wolf wore grandma's clothes

13. What is the story about?
 - A. A kind wolf who wants to help little riding hood
 - B. A little riding hood meet wolf
 - C. Grandma asked wolf to take little riding hood
 - D. A bad wolf who wants to eat little riding hood and grandma
 - E. None of the option is right

14. What is the moral value of the story?
 - A. Don't be greedy
 - B. Don't believe in stranger
 - C. Don't use riding hood
 - D. Don't go to Grandma's house
 - E. Don't sleep in the river

Read the following text to answer questions number 15 to 18.

Once upon a time, there lived a group mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

15. The word "summoned" (line.9) means
 - A. ordered to come
 - B. asked to do
 - C. offered to come
 - D. got to make
 - E. forced to do

16. "... the king and told him about the trapped elephants." (Paragraph 3) The underlined word refers to....
 - A. The elephant's
 - B. The king of rats
 - C. The hunter
 - D. A trapped elephant
 - E. The rats

17. When did the story occur?
 - A. Deep in the writer's mind
 - B. In the jungle
 - C. In the black forest
 - D. In the home of mice group
 - E. In the nests which had trapped the elephant's herd

18. Which one statement is **FALSE** according to the story?
 - A. A group of elephants crossing the jungle
 - B. The elephant's king apologized and agreed to take another route
 - C. The lives the rats were saved dead
 - D. He summoned one of the elephant of his herd which had not been trapped
 - E. The elephant's herd was totally set busy

Read the following text to answer questions number 19.

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ".

The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

(Source: <https://www.Soal Bahasa Inggris Narrative Text.com>)

19. The word “huge” (p.1) means very....

- A. Old
- B. Large
- C. Tall
- D. Tiny
- E. Giant

Read the following text to answer questions number 20.

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear’s anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that the was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw e blood and dry it up. Poor rabbit would have to go home hungry after his hard day’s work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn’t eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit’s house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit’s house, and in this way the poor rabbit would get his meal unknown to the papa bear.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

20. Why papa bear doesn’t give the rabbit meat?

- A. He was poor
- B. The rabbit doesn’t want it

- C. There's not enough meat
- D. He was greedy
- E. The mama bear wants it all

Key answer

- 1. C
- 2. C
- 3. D
- 4. A
- 5. B
- 6. A
- 7. D
- 8. A
- 9. A
- 10. B
- 11. A
- 12. C
- 13. C
- 14. C
- 15. A
- 16. B
- 17. C
- 18. E
- 19. E
- 20. D





Appendix 7

The items test of Post-test after validity

Mata pelajaran : Bahasa Inggris
Kelas : X
Waktu : 90 Menit

Choose the correct answer by crossing (X) A, B, C, D or E for each answer!

Read the following text to answer questions number 1 to 3.

Elephant-Hunters

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

1. What destroyed the homes of all rats?
 - A. The hunter did
 - B. Elephant-hunter did
 - C. A group of mice did
 - D. Elephant's herd
 - E. A group of elephant did

2. What helped the elephant's herd free?
 - A. The hunters did
 - B. The trapped elephants did

- C. A group of king did
 - D. Entire group of rats did
 - E. The elephant-hunter did
3. How the end of the story above?
- A. How the fox helped goat
 - B. The fox thirsty
 - C. The elephant herd was totally set free
 - D. the rats were saved
 - E. the elephant king suddenly remembered the king of the rats

Read the following text to answer questions number 4 to 6

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, Once upon a time over the river there was a very narrow bridge.

One day a goat crossed the bridge. Just at that the middle of the bridge, he met another goat. There was no room for them to pass because the wide of the bridge was only for one goat. The first goat ask another goat to go back, but he asked him back too. They didn't want to give in each other. The first goat felt that he was stronger, the second goat felt the same too. To know about their strength, they decided to fight.

Then the first goat put down his horn to fight. But suddenly "Stop," the second goat said. He told that if they would fall into the river and be drowned. He had plan to pass the bridge. Then the wise goat lay down on the bridge, and the other goat walked lightly over him. So, they passed each other and went on their ways.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

4. What is the topic of the text?
- A. The crocodile
 - B. The narrow bridge
 - C. The story of river
 - D. About the goat
 - E. About the bird
5. Which one of the following statements is false about the text above?
- A. The gods and goddesses used to mingle in the affairs of mortals
 - B. A time over the river there was a very narrow bridge
 - C. The first goat ask another goat to go back, but he did not asked him back too
 - D. The first goat put down his horn to fight
 - E. They passed each other and went on their ways

6.he met another goat. (Paragraph 2) The word he in the sentence refers to....
- A. The crocodile
 - B. A goat
 - C. a bird
 - D. The river
 - E. The bridge

Read the following text to answer questions number 7 to 9

Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

7. What do you think about the rabbit?
- A. He was angry
 - B. He was a good shot
 - C. He couldn't use the arrow well
 - D. He has five children
 - E. He shot buffalo everyday
8. "He consented and went with the bear and shot enough buffalo to satisfy the hungry family."

The underlined word is closest in meaning with...

- A. Give
 - B. Fulfill
 - C. Send
 - D. Save
 - E. Fill.
9. Who gave meat to the rabbit?
- A. Papa bear
 - B. Mama bear
 - C. The bear's children
 - D. The youngest child of the bear
 - E. The buffalo

Read the following text to answer questions number 10 to 12

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

10. "...his wife dropped an apple into it" in paragraph 2 the underline word refers to?
- A. An apple
 - B. A box
 - C. A magic
 - D. A man
 - E. A women
11. Which statement is FALSE according to the story?
- A. The farmer found a big box in his field
 - B. The farmer is born rich
 - C. His wife cleaned and kept the box
 - D. The poor farmer was killed by his grandfather
 - E. The grandfather fell into the box and died
12. What did we learn from the story?
- A. We must respect our parents
 - B. We must lean on the magic box
 - C. Be honest if you want to be rich
 - D. It's okay to be poor
 - E. Success comes from hard work

Read the following text to answer questions number 13 to 14

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Source: <http://www.contoh soal narrative text pilihan ganda dan pembahasan serta jawaban.com>)

13. Who walked in front when they were in the forest?

- A. Ah Tm
- B. The woman
- C. The woman's son
- D. Her brother's nephew
- E. The baby and his mother

14. How could the wolves catch Ah Tim?

- A. He was afraid
- B. He was stumbled by a stone
- C. He ran slowly
- D. The woman cried
- E. The wolves were good runners

Read the following text to answer questions number 15 to 16

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say CATano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

15. What is the story about?

- A. A parrot and a cat
- B. A parrot and a chicken
- C. A parrot, the owner, and chickens
- D. Story of parrot

E. A parrot and the owner

16. How often did the owner teach the bird how to say the word?

- A. Many times
- B. Always
- C. Everyday
- D. Every night
- E. Every second

Read the following text to answer questions number 17 to 18

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

17. The text tells the story of

- A. Fox
- B. A goat
- C. A fox and a goat
- D. An old man and the fox
- E. The goat and an old man

18. What do we learn from the text?

- A. The fox's idea of how to get out of the well
- B. How both the goat and the fox got out of the well
- C. How the fox got out of the well
- D. How the fox helped the goat

E. Why the fox got into the well

19. "Come down and try it yourself." (Paragraph 1). The underlined word refers to....

- A. Well B. water C. a fox D. a goat E. Life

Read the following text to answer questions number 20

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him.

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

(Source: <https://www.google.co.id/un/bahasa-inggris-un-sma>)

20. Paragraph three mainly tells us that....

- A. The little mouse asked for forgiveness
B. The hunters carried the lion alive to the King
C. The lion was tied to a tree by the hunters
D. The little mouse could prove that he could help the lion
E. From the first, the lion believed in what the little mouse said

Key Answer

1. E
2. D
3. C
4. D
5. C
6. B
7. B
8. B
9. D
10. B
11. D
12. A
13. A
14. B
15. E
16. A
17. C
18. A
19. E
20. C





APPENDIX 11

Students' Score in Control Class and Experimental Class

Control	Pretest	Posttest	Experimental	Pretest	Posttest
Student E1	50	60	student G1	45	65
Student E2	60	70	student G2	60	70
Student E3	45	55	student G3	60	75
Student E4	55	65	student G4	40	65
Student E5	55	60	student G5	60	75
Student E6	50	65	student G6	55	70
Student E7	70	75	student G7	40	60
Student E8	55	70	student G8	60	80
Student E9	50	60	student G9	45	65
Student E10	45	65	student G10	40	65
Student E11	55	65	student G11	70	85
Student E12	60	70	student G12	45	65
Student E13	45	60	student G13	65	85
Student E14	65	70	student G14	50	70
Student E15	55	65	student G15	55	65
Student E16	50	55	student G16	60	75
Student E17	50	65	student G17	50	70
Student E18	65	70	student G18	50	65
Student E19	55	60	student G19	40	55
Student E20	35	55	student G20	50	65
Student E21	45	65	student G21	45	60
Student E22	50	60	student G22	60	80
Student E23	35	55	student G23	55	70
Student E24	60	75	student G24	50	70
Student E25	50	70	student G25	45	65
Student E26	40	55	student G26	50	65
Student E27	40	45	student G27	40	55
Student E28	60	70	student G28	45	60
Student E29	60	70	student G29	60	75
Student E30	40	55	student G30	35	50
Student E31	50	60			
Student E32	45	55			

APPENDIX 12**THE ANSWER SHEET OF READING COMPREHENSION TEST
PRE-TEST FOR CONTROL CLASS**

Name :**Class :**

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

THE ANSWER SHEET OF READING COMPREHENSION TEST
POST TEST FOR CONTROL CLASS

Name :

Class :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

THE ANSWER SHEET OF READING COMPREHENSION TEST
PRE-TEST FOR EXPERIMENTAL CLASS

Name :

Class :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

THE ANSWER SHEET OF READING COMPREHENSION TEST
POST TEST FOR EXPERIMENTAL CLASS

Name :

Class :

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E







APPENDIX 13

Result of Pretest in Control Class

Statistics

N	Valid	32
	Missing	0
Std. Error of Mea		1.52655
Std. Deviation		8.63548
Variance		74.572
Skewness		.015
Std. Error of Skewness		.414
Kurtosis		-.355
Std. Error of Kurtosis		.809
Range		35.00
Minimum		35.00
Maximum		70.00

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	6.2	6.2	6.2
	40	3	9.4	9.4	15.6
	45	5	15.6	15.6	31.2
	50	8	25.0	25.0	56.2
	55	6	18.8	18.8	75.0
	60	5	15.6	15.6	90.6
	65	2	6.2	6.2	96.9
	70	1	3.1	3.1	100.0
Total		32	100.0	100.0	

APPENDIX 14

Result of pretest in experimental class

Statistics

N	Valid	30
	Missing	2
Std. Error of Mean		1.60966
Std. Deviation		8.81646
Variance		77.730
Skewness		.214
Std. Error of Skewness		.427
Kurtosis		-.780
Std. Error of Kurtosis		.833
Range		35.00
Minimum		35.00
Maximum		70.00

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.1	3.3	3.3
	40	5	15.6	16.7	20.0
	45	6	18.8	20.0	40.0
	50	6	18.8	20.0	60.0
	55	3	9.4	10.0	70.0
	60	7	21.9	23.3	93.3
	65	1	3.1	3.3	96.7
	70	1	3.1	3.3	100.0
	Total	30	93.8	100.0	

APPENDIX 15

Result of Posttest in Control Class

Statistics

N	Valid	32
	Missing	0
Std. Error of Mean		1.24716
Std. Deviation		7.05501
Variance		49.773
Skewness		-.314
Std. Error of Skewness		.414
Kurtosis		-.238
Std. Error of Kurtosis		.809
Range		30.00
Minimum		45.00
Maximum		75.00

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.1	3.1	3.1
	55	7	21.9	21.9	25.0
	60	7	21.9	21.9	46.9
	65	7	21.9	21.9	68.8
	70	8	25.0	25.0	93.8
	75	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

APPENDIX 16

Result of posttest in experimental class

Statistics

N	Valid	30
	Missing	2
Std. Error of Mean		1.52753
Std. Deviation		8.36660
Variance		70.000
Skewness		.168
Std. Error of Skewness		.427
Kurtosis		.068
Std. Error of Kurtosis		.833
Range		35.00
Minimum		50.00
Maximum		85.00

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.1	3.3	3.3
	55	2	6.2	6.7	10.0
	60	3	9.4	10.0	20.0
	65	10	31.2	33.3	53.3
	70	6	18.8	20.0	73.3
	75	4	12.5	13.3	86.7
	80	2	6.2	6.7	93.3
	85	2	6.2	6.7	100.0
	Total	30	93.8	100.0	

Tests of Normality

class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
score	control class	.153	32	.145	.930	32	.385
	experimental class	.173	30	.055	.955	30	.244

a. Lilliefors Significance Correction



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differen ce	Std. Error Differ ence	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.309	.580	-2.566	60	.013	-5.031	1.961	-8.954	-1.108
	Equal variances not assumed			-2.551	56.898	.013	-5.031	1.972	-8.980	-1.082



Appendix 10

Analysis realibility of PreTest

No	Students	1	2	3	5	6	7	8	12	13	14	18	20	21	22	25	26	27	28	32	33	X	X2	
1	AHMAD NURANI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	ALDI JORDI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	ARIYANSYAH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4	AYU RAHMAWATI	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	16	256	
5	AYU TRIYANATANTI	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	3	9	
6	DODI YANSYAH	0	0	1	0	1	1	1	1	0	1	1	0	0	0	0	1	0	0	1	0	9	81	
7	EGA AFRILIA	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	17	289	
8	GRAHA KUSUMA	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	9	
9	HOLIDI JEPRIANTO	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	15	225	
10	LANI	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	1	13	169	
11	M. SAPRUDIN	1	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	8	64	
12	MARYATI	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	4	16	
13	MAY LIANA AFIFAH	0	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	0	8	64	
14	NENDEN KHOIRUNISA	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	13	169	
15	NUR ALFIYAH	0	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	0	8	64	
16	ONGKI JULIANSYAH	1	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	13	169	
17	PRIHANDINI	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	15	225	
18	PUJI ANI LESTARI	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	5	25	
19	RAHMADONI	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	0	0	1	1	12	144	
20	RENDI FERDIAWAN	1	1	0	1	1	0	0	0	1	0	0	1	0	1	1	0	1	1	0	0	10	100	
21	RISMA NURBAITI	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	13	169	
22	SAFITRI	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	7	49	
23	SEFTA FADILA	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	16	256	
24	SELVIANAH	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	361	
25	SISKA FEBRIYANTI	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	8	64	
26	SOPIYANSYAH	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	11	121	
27	SRI SUKAESIH	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	16	256	
28	TRISNA ETIKA	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	1	1	1	8	64	
29	VINA DESTIANA	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	9	
30	WINAR HERDIANA	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	1	0	0	1	0	10	100	
RELIABILITY		13	13	12	15	16	13	13	15	15	13	13	15	16	13	15	12	15	17	13	16			
	p	0,43	0,43	0,40	0,50	0,53	0,43	0,43	0,50	0,50	0,43	0,43	0,50	0,53	0,43	0,50	0,40	0,50	0,57	0,43	0,53			
	q	0,57	0,57	0,60	0,50	0,47	0,57	0,57	0,50	0,50	0,57	0,57	0,50	0,47	0,57	0,50	0,60	0,50	0,43	0,57	0,47			
	pq	0,25	0,25	0,24	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,24	0,25	0,25	0,25	0,25	4,94	29,56	0,88
																						pq	Variance	Reliability

Analysis realibility of Post-Test

No	Students	1	2	3	4	5	6	7	9	10	13	14	15	18	19	26	30	31	32	37	39	X	X2	
1	AHMAD NURANI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	ALDI JORDI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	ARIYANSYAH	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	3	9	
4	AYU RAHMAWATI	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	18	324	
5	AYU TRIYANATANTI	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	15	225	
6	DODI YANSYAH	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	1	1	0	12	144	
7	EGA AFRILIA	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	0	11	121	
8	GRAHA KUSUMA	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	3	9	
9	HOLIDI JEPRIANTO	0	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	13	169	
10	LANI	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	14	196	
11	M. SAPRUDIN	0	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	9	81	
12	MARYATI	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361	
13	MAY LIANA AFIFAH	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	0	1	1	1	10	100	
14	NENDEN KHOIRUNIS	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	15	225	
15	NUR ALFIYAH	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	13	169	
16	ONGKI JULIANSYAH	1	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	7	49	
17	PRIHANDINI	0	0	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	8	64	
18	PUJI ANI LESTARI	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	7	49	
19	RAHMADONI	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	8	64	
20	RENDI FERDIAWAN	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	0	12	144	
21	RISMA NURBAITI	0	0	0	0	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	1	7	49	
22	SAFITRI	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	0	11	121	
23	SEFTA FADILA	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	6	36	
24	SELVIANAH	0	1	0	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	1	1	12	144	
25	SISKA FEBRIYANTI	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	1	0	0	1	0	9	81	
26	SOPHYANSYAH	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	11	121	
27	SRI SUKAESIH	1	0	1	0	0	0	1	1	0	1	0	0	1	1	0	1	1	0	0	0	9	81	
28	TRISNA ETIKA	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	4	16	
29	VINA DESTIANA	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	15	225	
30	WINAR HERDIANA	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	10	100	
RELIABILITY		10	15	15	22	12	12	18	15	12	14	17	12	19	8	14	12	14	18	22	10			
	p	0,33	0,50	0,50	0,73	0,40	0,40	0,60	0,50	0,40	0,47	0,57	0,40	0,63	0,27	0,47	0,40	0,47	0,60	0,73	0,33			
	q	0,67	0,50	0,50	0,27	0,60	0,60	0,40	0,50	0,60	0,53	0,43	0,60	0,37	0,73	0,53	0,60	0,53	0,40	0,27	0,67			
	pq	0,22	0,25	0,25	0,20	0,24	0,24	0,24	0,25	0,24	0,25	0,25	0,24	0,23	0,20	0,25	0,24	0,25	0,24	0,20	0,22	4,69	22,56	0,83
																						pq	Variance	Reliability

The first Step of Analysis Validity of Post-Test

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	X	X2		
1	AHMAD NURANI	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	9	81		
2	ALDI JORDI	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	10	100		
3	ARIYANSYAH	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0	0	13	169	
4	AYU RAHMAWATI	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	30	900	
5	AYU TRIYANATANTI	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	29	841	
6	DODI YANSYAH	1	0	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	0	30	900
7	EGA AFRILIA	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	23	529	
8	GRAHA KUSUMA	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	20	400		
9	HOLDI JEPRIANTO	0	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	29	841	
10	LANI	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	0	1	1	26	676	
11	M. SAPRUDIN	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	0	23	529		
12	MARYATI	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	30	900	
13	MAY LIANA AFIFAH	0	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	1	1	21	441	
14	NENDEN KHOIRUNISA	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	1	0	1	1	1	25	625	
15	NUR ALFIYAH	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	1	0	1	0	23	529	
16	ONGKI JULIANSYAH	1	0	0	0	0	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	22	484		
17	PRIHANDINI	0	0	0	1	1	0	1	0	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	0	20	400	
18	PUJI ANI LESTARI	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	1	1	0	1	0	19	361		
19	RAHMADONI	0	1	1	0	0	0	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	0	1	1	1	0	1	1	1	0	1	1	1	21	441		
20	RENDI FERDIWAN	1	1	0	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	24	576	
21	RISMA NURBAITI	0	0	0	0	0	1	1	1	0	1	0	0	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	0	0	1	0	1	19	361	
22	SAFITRI	0	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	0	0	1	0	1	0	1	1	0	21	441	
23	SEFTA FADILA	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	14	196	
24	SELVIANAH	0	1	0	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	0	28	784		
25	SISKA FEBRIYANTI	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	21	441		
26	SOPHYANSYAH	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	23	529		
27	SRI SUKAESIH	1	0	1	0	0	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	23	529		
28	TRISNA ETIKA	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0	0	1	1	1	0	0	1	1	0	14	196		
29	VINA DESTIANA	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	0	28	784		
30	WINAR HERDIANA	0	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	28	784			
VALIDITY		10	15	15	22	12	12	18	24	15	12	20	12	14	17	21	17	19	12	19	19	18	19	18	16	19	8	24	21	17	14	12	14	23	18	18	17	18	15	22	10				
	p	0,33	0,50	0,50	0,73	0,40	0,40	0,60	0,80	0,50	0,40	0,67	0,40	0,47	0,57	0,70	0,57	0,63	0,40	0,63	0,63	0,60	0,63	0,60	0,53	0,63	0,27	0,80	0,70	0,57	0,47	0,40	0,47	0,77	0,60	0,60	0,57	0,60	0,50	0,73	0,33				
	q	0,67	0,50	0,50	0,27	0,60	0,60	0,40	0,20	0,50	0,60	0,33	0,60	0,53	0,43	0,30	0,43	0,37	0,60	0,37	0,37	0,40	0,37	0,40	0,47	0,37	0,73	0,20	0,30	0,43	0,53	0,60	0,53	0,23	0,40	0,40	0,43	0,40	0,50	0,27	0,67				
	p/q	0,22	0,25	0,25	0,20	0,24	0,24	0,16	0,25	0,24	0,22	0,24	0,25	0,25	0,21	0,25	0,23	0,24	0,23	0,23	0,24	0,23	0,24	0,25	0,23	0,20	0,16	0,21	0,25	0,25	0,24	0,25	0,18	0,24	0,24	0,25	0,24	0,25	0,20	0,22					
	p/q	0,50	1	1,00	2,75	0,67	0,67	1,50	4,00	1,00	0,67	2,00	0,67	0,88	1,31	2,33	1,31	1,73	0,67	1,73	1,73	1,50	1,73	1,50	1,14	1,73	0,36	4,00	2,33	1,31	0,88	0,67	0,88	3,29	1,50	1,50	1,31	1,50	1,00	2,75	0,50				
	p/q	0,71	1,00	1,00	1,66	0,82	0,82	1,22	2,00	1,00	0,82	1,41	0,82	0,94	1,14	1,53	1,14	1,31	0,82	1,31	1,31	1,22	1,31	1,22	1,07	1,31	0,60	2,00	1,53	1,14	0,94	0,82	0,94	1,81	1,22	1,22	1,14	1,22	1,00	1,66	0,71				
	Mp	25,3	24,7	24,6	24,0	25,7	25,2	24,4	21,7	24,6	25,2	23,2	24,3	24,6	24,1	23,7	23,8	21,7	25,3	24,0	22,9	22,7	21,7	22,9	23,5	23,3	27,1	22,5	23,6	23,9	24,7	25,3	24,6	22,0	23,8	23,7	22,8	24,2	21,1	24,0	25,1				
	Mt	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2	22,2				
	SDt	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82	5,82				
	Rpb1	0,38	0,44	0,41	0,53	0,49	0,42	0,46	-0,18	0,41	0,42	0,24	0,30	0,38	0,38	0,40	0,32	-0,10	0,43	0,41	0,16	0,11	-0,10	0,16																					

The second Step of Analysis Validity of Post-Test

No	Students	1	2	3	4	5	6	7	9	10	13	14	15	18	19	26	30	31	32	37	39	X	X2
1	AHMAD NURANI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	ALDI JORDI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	ARIYANSYAH	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	3	9
4	AYU RAHMAWATI	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	18	324
5	AYU TRIYANATANTI	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	15	225
6	DODI YANSYAH	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	0	0	1	1	0	12	144
7	EGA AFRILIA	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	0	11	121
8	GRAHA KUSUMA	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	3	9
9	HOLIDI JEPRIANTO	0	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	13	169
10	LANI	0	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	14	196
11	M. SAPRUDIN	0	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	9	81
12	MARYATI	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	361
13	MAY LIANA AFIFAH	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	0	1	1	1	10	100
14	NENDEN KHOIRUNISA	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	15	225
15	NUR ALFIYAH	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	13	169
16	ONGKI JULIANSYAH	1	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	0	0	7	49
17	PRIHANDINI	0	0	0	1	1	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	8	64
18	PUJI ANI LESTARI	0	1	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	7	49
19	RAHMADONI	0	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	8	64
20	RENDI FERDIWAN	1	1	0	1	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	0	12	144
21	RISMA NURBAITI	0	0	0	0	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	1	7	49
22	SAFITRI	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	0	11	121
23	SEFTA FADILA	1	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	6	36
24	SELVIANAH	0	1	0	1	1	1	1	0	1	0	0	1	1	0	0	1	0	1	1	1	12	144
25	SISKA FEBRIYANTI	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	1	0	0	1	0	9	81
26	SOPİYANSYAH	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	11	121
27	SRI SUKAESIH	1	0	1	0	0	0	1	1	0	1	0	0	1	1	0	1	1	0	0	0	9	81
28	TRISNA ETIKA	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	4	16
29	VINA DESTIANA	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	15	225
30	WINAR HERDIANA	0	1	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	0	10	100
VALIDITY		10	15	15	22	12	12	18	15	12	14	17	12	19	8	14	12	14	18	22	10		
	p	0,33	0,50	0,50	0,73	0,40	0,40	0,60	0,50	0,40	0,47	0,57	0,40	0,63	0,27	0,47	0,40	0,47	0,60	0,73	0,33		
	q	0,67	0,50	0,50	0,27	0,60	0,60	0,40	0,50	0,60	0,53	0,43	0,60	0,37	0,73	0,53	0,60	0,53	0,40	0,27	0,67		
	pq	0,22	0,25	0,25	0,20	0,24	0,24	0,24	0,25	0,24	0,25	0,25	0,24	0,23	0,20	0,25	0,24	0,25	0,24	0,20	0,22		
	p/q	0,50	1	1,00	2,75	0,67	0,67	1,50	1,00	0,67	0,88	1,31	0,67	1,73	0,36	0,88	0,67	0,88	1,50	2,75	0,50		
	p/q	0,71	1,00	1,00	1,66	0,82	0,82	1,22	1,00	0,82	0,94	1,14	0,82	1,31	0,60	0,94	0,82	0,94	1,22	1,66	0,71		
	Mp	12,6	12,1	11,5	11,5	13,2	12,9	11,8	11,5	12,9	11,9	11,2	12,5	11,1	14,1	11,9	12,2	11,9	11,3	11,5	12,4		
	Mt	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7	9,7		
	SDt	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75	4,75		
P-hi	0,43	0,51	0,30	0,61	0,60	0,55	0,51	0,30	0,55	0,43	0,37	0,48	0,37	0,56	0,43	0,43	0,43	0,41	0,61	0,40			

Appendix 9

Appendix 9

The First Step of Analysis Validity of PreTest

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	X	X2			
1	AHMAD NURANI	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	7	49			
2	ALDI JORDI	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	9	81				
3	ARIYANSYAH	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	5	25			
4	AYU RAHMAWATI	1	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	28	784		
5	AYU TRIYANATANTI	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	12	144			
6	DODI YANSYAH	0	0	1	0	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	19	361			
7	EGA AFRILIA	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	1	0	1	1	25	625	
8	GRAHA KUSUMA	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1	1	0	1	0	1	12	144			
9	HOLIDI JEPRIANTO	1	1	0	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	22	484		
10	LANI	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	0	23	529		
11	M. SAPRUDIN	1	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	18	324	
12	MARYATI	0	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	1	1	0	0	14	196		
13	MAY LIANA AFIFAH	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	1	0	14	196	
14	NENDEN KHOIRUNISA	0	0	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	0	0	1	0	1	0	0	1	0	0	20	400		
15	NUR ALFIYAH	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	18	324	
16	ONGKI JULIANSYAH	1	1	0	0	1	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	0	0	20	400		
17	PRIHANDINI	0	0	0	1	1	1	1	1	0	0	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	1	0	0	1	21	441	
18	PUJI ANI LESTARI	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	0	1	0	1	1	0	1	0	1	0	1	1	0	0	16	256	
19	RAHMADONI	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	0	1	1	1	0	1	1	1	0	0	1	22	484
20	RENDI FERDIWAN	1	1	0	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	0	1	1	0	22	484		
21	RISMA NURBAITI	1	1	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	21	441		
22	SAFITRI	0	0	0	0	1	0	0	0	1	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	17	289	
23	SEFTA FADILA	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	27	729	
24	SELVIANAH	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	0	0	29	841	
25	SISKA FEBRIYANTI	0	0	0	0	1	1	1	0	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	16	256		
26	SOPIYANSYAH	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	1	0	0	18	324	
27	SRI SUKAESIH	0	0	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	24	576		
28	TRISNA ETIKA	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	0	15	225			
29	VINA DESTIANA	1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	12	144		
30	WINAR HERDIANA	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	18	324	
VALIDITY	p	0,43	0,43	0,40	0,37	0,50	0,53	0,43	0,43	0,53	0,10	0,43	0,50	0,50	0,43	0,40	0,40	0,30	0,43	0,53	0,50	0,53	0,43	0,43	0,50	0,50	0,40	0,50	0,57	0,43	0,50	0,50	0,43	0,53	0,40	0,57	0,53	0,57	0,33	0,50						
	q	0,57	0,57	0,60	0,63	0,50	0,47	0,57	0,57	0,47	0,90	0,57	0,50	0,50	0,57	0,60	0,60	0,70	0,57	0,47	0,50	0,47	0,57	0,57	0,50	0,50	0,60	0,50	0,43	0,57	0,50	0,50	0,57	0,47	0,60	0,43	0,63	0,47	0,43	0,67	0,50					
	pq	0,25	0,25	0,24	0,23	0,25	0,25	0,25	0,25	0,25	0,09	0,25	0,25	0,25	0,25	0,24	0,24	0,21	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,24	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,22	0,25					
	p/q	0,76	0,76	0,67	0,58	1,00	1,14	0,76	0,76	1,14	0,11	0,76	1,00	1,00	0,76	0,67	0,67	0,43	0,76	1,14	1,00	1,14	0,76	1,00	1,00	0,67	1,00	1,31	0,76	1,00	1,00	0,76	1,14	0,67	1,31	0,58	1,14	1,31	0,50	1,00						
	p/q	0,87	0,87	0,82	0,76	1,00	1,07	0,87	0,87	1,07	0,33	0,87	1,00	1,00	0,87	0,82	0,82	0,65	0,87	1,07	1,00	1,07	0,87	0,87	1,00	1,00	0,82	1,00	1,14	0,87	1,00	1,00	0,87	1,07	0,82	1,14	0,76	1,07	1,14	0,71	1,00					
	Mp	21,38	21,38	21,25	20,00	21,40	21,06	21,46	22,00	18,81	19,00	16,69	21,27	21,40	22,00	15,33	18,17	21,00	22,00	19,25	21,40	20,44	20,85	19,38	17,60	21,40	21,25	21,40	20,35	16,85	17,47	19,93	22,00	20,44	18,50	19,00	18,73	18,69	18,88	21,20	19,07					
	Mt	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13	18,13						
	SDt	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92	5,92						
	Rphi	0,48	0,48	0,43	0,24	0,55	0,53	0,49	0,57	0,12	0,05	-0,21	0,53	0,55	0,57	-0,39	0,00	0,32	0,57	0,20	0,55	0,42	0,40	0,																						

The second Step of Analysis Validity of PreTest

No	Students	1	2	3	5	6	7	8	12	13	14	18	20	21	22	25	26	27	28	32	33	X	X2	
1	AHMAD NURANI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
2	ALDI JORDI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
3	ARIYANSYAH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
4	AYU RAHMAWATI	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	16	256	
5	AYU TRIYANANTANTI	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	3	9	
6	DODI YANSYAH	0	0	1	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	0	1	0	9	81
7	EGA AFRILIA	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	17	289	
8	GRAHA KUSUMA	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	3	9	
9	HOLIDI JEPRIANTO	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	15	225	
10	LANI	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	1	13	169	
11	M. SAPRUDIN	1	1	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	1	8	64	
12	MARYATI	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	4	16	
13	MAY LIANA AFIFAH	0	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	0	8	64	
14	NENDEN KHOIRUNISA	0	0	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	13	169	
15	NUR ALFIYAH	0	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	0	0	8	64	
16	ONGKI JULIANSYAH	1	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	0	13	169	
17	PRIHANDINI	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	15	225	
18	PUJI ANI LESTARI	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	5	25	
19	RAHMADONI	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	12	144	
20	RENDI FERDIAWAN	1	1	0	1	1	0	0	1	0	0	1	0	1	0	1	1	0	1	1	0	10	100	
21	RISMA NURBAITI	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	13	169	
22	SAFITRI	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	1	0	0	1	7	49	
23	SEFTA FADILA	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	16	256	
24	SELVIANAH	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	361	
25	SISKA FEBRIYANTI	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	8	64	
26	SOPIYANSYAH	1	1	1	1	0	1	0	0	1	0	0	1	0	1	1	1	1	1	0	0	11	121	
27	SRI SUKAESIH	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	16	256	
28	TRISNA ETIKA	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	0	1	1	1	8	64	
29	VINA DESTIANA	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	9	
30	WINAR HERDIANA	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	1	0	0	1	10	100	
VALIDITY		13	13	12	15	16	13	13	15	15	13	13	15	16	13	15	12	15	17	13	16			
	p	0,43	0,43	0,40	0,50	0,53	0,43	0,43	0,50	0,50	0,43	0,43	0,50	0,53	0,43	0,50	0,40	0,50	0,57	0,43	0,53			
	q	0,57	0,57	0,60	0,50	0,47	0,57	0,57	0,50	0,57	0,57	0,57	0,50	0,47	0,57	0,50	0,60	0,50	0,43	0,57	0,47			
	pq	0,25	0,25	0,24	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,25	0,24	0,25	0,25	0,25	0,25			
	p/q	0,76	0,76	0,67	1,00	1,14	0,76	0,76	1,00	1,00	0,76	0,76	1,00	1,14	0,76	1,00	0,67	1,00	1,31	0,76	1,14			
	p/q	0,87	0,87	0,82	1,00	1,07	0,87	0,87	1,00	1,00	0,87	0,87	1,00	1,07	0,87	1,00	0,82	1,00	1,14	0,87	1,07			
	Mp	12,31	12,31	11,92	12,80	11,69	12,69	13,54	12,20	12,80	13,54	13,54	12,80	11,50	12,23	12,80	11,92	12,80	11,47	13,54	11,50			
	Mt	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43	9,43			
	SDt	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44	5,44			
	Rpbi	0,46	0,46	0,37	0,62	0,44	0,52	0,66	0,51	0,62	0,66	0,66	0,66	0,62	0,41	0,45	0,62	0,37	0,62	0,43	0,66	0,41		
R tabel	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36			
status	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V			